



Soar Valley College

A SPECIALIST MATHS AND COMPUTING COLLEGE

ASPIRE ENJOY ACHIEVE

EAL POLICY

APPROVED BY: Julie Robinson & Governing Body

DATE: June 2019

LAST REVIEWED ON: June 2019

NEXT REVIEW DUE BY: July 2023

REVISION HISTORY

DATE OF REVIEW:	CHANGES MADE:

EAL POLICY AND PROCEDURE

At Soar Valley College we have many students who speak English as an additional language – EAL.

These students are a valued part of our school community and contribute to the diversity that makes the college a vibrant and enriched learning environment. Some students speak English fluently, whereas others have only recently arrived in the UK and have very little conversational English.

EAL is not a SEND (Special Educational Need), however a language barrier can present difficulties accessing the school curriculum and we strive to break these down as quickly and effectively as possible.

If we feel that a student does have an additional learning need in addition to limited English, we endeavour to meet that need. Students can be assessed in their own language as we have many college staff who speak different languages and can speak to parents to investigate any potential learning needs.

The following systems are in place to ensure that all EAL learners are an integral part of the school community and are successful learners

New arrivals/first stages of English language acquisition

1. Initial meetings are held with parents/carers to establish details of prior education, first language, subjects studied, ability, strengths/weaknesses, and any apparent learning needs.
2. Prior to admission, an assessment is carried out which includes speaking and written tests. Students may be requested to write a piece of work in their first language to ascertain, where possible, if they are fluent and grammatically correct. In addition the assessment includes reading ability, comprehension, spelling, and maths computation.
3. A pen portrait is provided for all faculty leaders to enable appropriate placing in classes within each subject area. EAL students should not automatically be placed in bottom sets, each student should be looked at as an individual.

4. A full timetable is given to each student and withdrawal opportunities to boost language development are included. These are short term timetabled classes for learning/literacy development or subject specific language/booster/catch-up sessions. We currently have a L3 TA who works with students who are new to English as well as a teacher who oversees this work.
5. In addition to progress checks, language development will be assessed and monitored each term for EAL students in early stages of language acquisition. We follow appropriate schemes to assess the progress students are making.