



Pent Valley
TECHNOLOGY COLLEGE

Policy: English as an Additional Language (EAL)

Pent Valley Technology College
Surrenden Road, Folkestone, Kent, CT19 4ED
Tel: 01303 277161, Fax: 01303 279342

Last Reviewed: March 2013
To be Reviewed by: March 2016

Our vision

“Every student at Pent Valley Technology College will achieve their academic, personal and social potential. They will achieve this within a technologically rich environment and through a personalised experience designed around real life and world of work contexts and nurtured by strong community principles of equality, achievement and pride”

This policy outlines the policy for English as an Additional Language at Pent Valley Technology College and details how students with EAL are supported in the College, both through the curriculum and other aspects of school life. As an inclusive school, PVTc is committed to making appropriate provision of teaching and resources for students for whom English is an additional language and for raising the achievement of minority ethnic students who are at risk of underachievement. The school will identify individual student’s needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Aims

We aim to ensure that all EAL students are able to:

- Access all areas of the curriculum
- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages
- Reach their full potential

Context

‘Pent Valley Technology College is a mixed, non-selective high school in Folkestone Kent, an area with selection at aged eleven. There are approximately 1065 students, divided into five mini schools - one for post 16 students and four at KS3/4. The vast majority of the population is white British but in recent years a number of families from Nepal with Ghurkha connections have chosen to settle in the town and the school now has around 100 Nepali students with varying degrees of proficiency in English.

Over the past four years, there has also been a sudden influx of Eastern Europeans, mainly Czech and Slovak and some Roma families of Eastern European background. In school, there are now around 60 Eastern European students, many of whom have very low levels of literacy both in English and their own languages.

Approximately 180 students at the school are identified as needing EAL support (November 2012).

27 languages are spoken by students at the College, although the majority fall into two main groups -speakers of Eastern European languages (mainly Czech/Slovakian) and Nepalese.

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18 % of students have a home language other than English.'

Objectives

- To give EAL students the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts
- To give EAL students the knowledge and skills to use English to understand and produce written texts
- To give EAL students the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

Underlying Principles

All students are entitled to opportunities for educational success.

Students with EAL are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.

Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL students.

The multilingualism of our EAL students enriches our school and our community.

To become fully competent in the use of curriculum/academic English is a long process; students require long-term support.

Having a home language other than English is not a learning difficulty.

Students' educational background

We normally attempt to contact previous schools.

Parents/carers and students are taken on a tour of the school and introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and students appropriately.

We recognise that EAL students, who may be new to English and to the UK, need continuity and security as they start school.

We recognise that some Roma families from Eastern Europe may not have had much formal schooling prior to arrival in the UK.

We recognise that students from army families may feel under stress when fathers are in action in a theatre of war and we endeavour to support them.

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We recognise that students from families who have recently left the army may not have the community support they previously received.

Planning, Monitoring and Evaluation

Upon entry, information is gathered about:

- the students' linguistic background and competence in other languages
- the students' previous educational and schooling experience, where possible
- the students' family and biographical background

The students' level of English is identified with reference to Stages of English as an Additional Language (Kent Steps) and with reference to the National Curriculum, where appropriate.

Whilst account is taken of EAL development, the college aims to set appropriate and challenging targets for individual students. These targets are reviewed on a regular basis.

Entry and exit criteria

Students at Steps level 0, 1 and 2 are withdrawn for EAL support lessons

Special Educational Needs and Gifted and Talented Students

The college recognises that most EAL students needing additional support do not have AEN needs. However, should AEN needs be identified during assessment, EAL students will have equal access to school provision.

Similarly, the school recognises that there may be EAL students who are gifted or talented even though they may not be fully fluent in English.

Where possible and appropriate, the school will provide opportunities for EAL students to take a GCSE examination in the home/first language.

Resources

A range of resources are used to support students' linguistic development, e.g. course books, , visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, games etc.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival students and their families/carers.

Year 6 students transferring to the College in September are offered an EAL session as part of their Induction day in order to ensure a smooth transition to Secondary school.

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We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

The school employs a full-time Czech-speaking TA and a part time Learning Coach/Family Liaison Officer in order to facilitate communication with Eastern European families.

Staff Development

CPD is provided to all staff to ensure that provision for EAL students is appropriately delivered and co-ordinated.

The School Development Plan incorporates action plans relating to raising the achievement of minority ethnic/EAL students.

Review and Evaluation of Policy

School includes relevant information on minority ethnic/EAL students, including any Additional needs, level of English, support given, targets and achievement, in order for the school to monitor progress.

This policy has been equality impact assessed to consider all members of the school community and especially the vulnerable groups in the school.

Consideration has been made for age of staff and students, disability (physical, learning and mental health needs), gender, race, religion and sexual orientation. Pent Valley Technology College believes that this policy does not affect any group adversely.

Pent Valley Technology promotes equality and good inter-group relations at all times.

As this policy is a major policy of the school, it will be subject to a review by the governors of the school.