

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

LANGLEY PARK SCHOOL FOR GIRLS

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Approval Body:	Governing Body
Approval Date:	
Implementation Date:	Autumn 2024
Designated Person (as appropriate):	EAL Co-ordinator
Committee with Remit (as appropriate):	Governing Body
Review Date:	Autumn 2026

Version History

Version	Approval Date	Summary of Changes

English as an Additional Language (EAL) Policy

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential.

Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research from the BELLS Foundation and the British Council suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential.

In spring 2018, an additional question was included in the school census to collect data on the English proficiency of pupils with English as an additional language (EAL).

Schools were required to assess the position of their EAL pupils against a five-point scale of reading, writing and spoken language proficiency and make a 'best fit' judgement as to the proficiency stage for each pupil.

[English proficiency of pupils with English as an additional language \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/864822/English_proficiency_of_pupils_with_English_as_an_additional_language.pdf)

(DfE 2020)

Current Langley Park School for Girls context

55 distinctive languages are currently spoken across the student community as per the 2023/2024 census data. This is increasing year on year and in line with national statistics is predicted to continue to grow.

We aim to:

- Welcome the cultural, linguistic and educational experiences students with EAL contribute to the school.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- Work with students and their families to gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Systematically monitor students' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented and celebrated in classrooms and throughout the school.

Teacher responsible for co-ordinating students with EAL

The teacher responsible for co-ordinating students with EAL is Mr Peter Beardsworth. Their responsibilities include:

- Co-ordinating the efficient timetabling of students with EAL.
- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support students with EAL.
- Aiding staff in effective communication with parents and finding translators where appropriate.
- Exploring various possibilities to ensure important information is shared with parents.

EAL teaching support

The school employs the following staff who have experience of working with students with EAL and will help to provide support:

- Mrs Katrina Stanford (Student Support, EAL Specialist)

The responsibilities of EAL Co-ordinator and designated EAL teacher are:

- The induction and assessment of newly arrived students
- Conducting initial assessments of students with EAL using BELLS criteria and the DfE Levelling rubric Page 5
- Teaching small groups of students with EAL.
- Providing classroom support.
- Securing and providing training to ensure staff development.
- Providing advice and support regarding inclusive and adapted curriculum materials.
- Facilitating students' use of first language national examinations. Liaising with Community Languages Co-ordinator (Mr F Davis). Developing relationships between the school and parents of students with EAL support.

Exam Access Arrangements

There are two options for access arrangements for students who arrive in LPGS with English as an Additional Language.

1. Students can request a bi-lingual dictionary.
2. Any candidate who entered the United Kingdom less than three years before the time of the examination(s), with no prior knowledge of the English Language may be entitled to 25% extra time for extensive use of their dictionaries.

Joint Council for Qualification Policy:

<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

https://www.jcq.org.uk/wp-content/uploads/2023/09/AA_regs_Revision_One_Sep23_FINAL.pdf