



The Crypt School

English as an Additional Language Policy

This statement details our vision to identify and meet the needs of those students at The Crypt School who are classed as 'English as an Additional Language (EAL). We define EAL students as being one of the following:

- *Students who are learning English as an additional language as a result of moving to the UK from overseas.*
- *Students who are already bilingual.*
- *Students who have grown up speaking English from birth, but who are exposed to another language in the home.*

1. Aims

The Crypt School is committed to meeting the needs of students with English as an Additional Language and supporting them to flourish both academically and socially.

Therefore we will endeavour at all times:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum in order to be able to fulfil their academic potential.
- To proactively remove any barriers that stand in the way of our EAL students fulfilling their potential.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

2. Context

As of 2024, there are over 180 identified EAL students at The Crypt. These students speak a language other than English as their 'common' language. We also have a number of additional students who are not identified as EAL, but whose parents speak very little English. A variety of first languages, other than English, are spoken by students in our School. Two of the most common languages are Gujarati and Urdu. Diversity is a strength of The Crypt School community.

3. Key Principles

- EAL students take approximately 5 - 7 years of English-speaking education to acquire academically-fluent English. This will usually occur naturally through a nurturing immersion rather than segregated

intervention. However, some students do benefit from additional support to acquire the desired proficiency of reading and writing skills.

- EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL students are not automatically SEN (although they can be), and should not be labelled / treated in this way.
- EAL students are not automatically 'lower ability' – and should not be labelled / treated in this way.
- EAL students will have strengths as well as additional needs. They may also be 'More Able'.

4. Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. The Deputy Head (Academic) and Deputy Head (Safeguarding, Inclusion and Wellbeing) liaise to ensure students can make progress in line with all Crypt students.

The Crypt School is proactive in:

- Identifying the learning needs of Year 7 EAL students, with the support of teaching staff, and through scrutiny of the baseline English test.
- Bringing the needs of current EAL students to the attention of all colleagues, where appropriate.
- Responding to referrals from staff with concerns about EAL students.
- Ensuring that EAL students have full access to the curriculum.
- Leading on strategies for supporting EAL students in lessons.
- Offering extra support lessons to EAL students as and when necessary.

5. Approach to Teaching & Learning

- Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development - as well as teaching our subject.
- Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length and focus and style of previous learning. To be successful, teachers coach students in how to learn - as well as teaching the academic subject.

The school recognises the following factors as being central to progress for EAL students:

- 1) Recognition of the importance of home language.
- 2) Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-bullying Policy.
- 3) Strong home/school and wider community links.
- 4) Learning environment that is sympathetic to, and celebrates, a variety of cultures.
- 5) A representative curriculum, which portrays positive and diverse images and role models.
- 6) The student's name is consistently pronounced correctly and they feel a sense of belonging at The Crypt School.

Some of the in-class strategies we use to help EAL students are as follows:

- **'To do' lists in each lesson so students can follow the lesson structure and be prepared for upcoming activities or tasks**
- **Use of visuals to aid understanding or retrieval, for example dual coding.**
- **Model answers and writing frames used to develop students' explanation skills.**

Provide opportunities for exploratory talk (talk for learning), and opportunities to talk, and develop arguments, before writing.

- Key word lists and glossaries

EAL Students will be integrated from the moment they join The Crypt School. This strategy enables them to:

- 1) Develop oral fluency quickly
- 2) Immediately feel part of the school
- 3) Develop language in context
- 4) Experience their full curriculum entitlement

6. Admissions, Identification and Tracking

- School recognises that background information on EAL students can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, the building up of ‘learner profiles’ on EAL students’ linguistic background and previous educational experience is crucial in planning future support.
- Incoming Y7 EAL students will be identified through the information provided on entry by parents/ carers. Students and their individual needs might also be identified by the baseline test conducted in Term 1 of Year 7.
- All staff will know which pupils have EAL in their teaching groups (identified by a flag on Bromcom) so they can monitor progress at the classroom level.
- EAL students will be monitored as part of the whole-school monitoring system. Where a student’s achievement appears to be affected by difficulties related to EAL, target-led intervention will be put in place with support from the student’s subject teachers as appropriate.
- Senior Leaders monitor the progress of EAL pupils via reports from the Deputy Head (Academic).
- Information related to EAL needs of individuals is passed on from subject teachers to their Head of Department who will liaise with the Deputy Heads (Academic and Safeguarding, Inclusion and Wellbeing), where necessary.

7. Special Educational Needs and More Able Students

The School recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN be identified during assessment, EAL students will have equal access to appropriate provision in line with the *SEN Policy*.

Similarly, the School recognises that there may be EAL students who are More Able even though they may not be fully fluent in English yet.

8. Resources

Departments are expected to use resources that develop literacy across the curriculum. These include key word lists and other visual cues encouraging literacy for all students, so these will be particularly beneficial for EAL pupils. Staff are encouraged to visit Naldic alongside the EAL resources on the Google Drive in the Teaching & Learning folder under ‘EAL’ in order to further develop their curriculum for EAL pupils.

10. Review of Policy

Approved by Pupil Welfare Committee: October 2024

Review cycle: 3 years

Date of next review: June 2027