



Gathered together, that all may thrive

BCCS EAL Policy

Policy Name:	BCCS EAL Policy
Review Cycle:	Every three years
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1. Introduction

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL). This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, and helping them to achieve the highest possible standards.

Definition

The Government defines EAL learners as follows:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

Vision

We recognise that language is an important part of a students' identity. We aim to create a culture in which students' linguistic identities are valued, celebrated, and supported. Students are encouraged and supported to maintain their home languages alongside developing their English skills. EAL students with high levels of English language needs will be provided with 1:1 or small group support to help them to access the curriculum.

Our school aims are:

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic, and educational experiences that pupils with EAL bring to the School whenever possible.
- To implement strategies to ensure EAL students are supported to access the full curriculum.
- To help EAL pupils gain confidence and fluency in speaking, listening, reading, and writing in English to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

Our school objectives are:

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.

- To equip teachers with knowledge, skills, and resources to support and monitor EAL pupils.
- To monitor pupils' progress each term in class conference and curriculum meetings in order to make decisions about classroom management and curriculum planning.

School Ethos

All students need access to a broad, balanced, diverse, relevant curriculum. English is best learnt through the curriculum; EAL students must be encouraged to participate fully in learning opportunities.

Knowledge of other languages is an asset to be celebrated. This should be reflected in recognition of a diversity of languages within curriculum subjects, celebration of languages visually around the school, and involvement of EAL learners within classrooms.

The school structure, pastoral care and overall ethos aim to help EAL students integrate into the school whilst valuing diversity. Students that enter the school with little or no English are given the opportunity to complete assessments and school work in their home language. When students are settled in school, they will be assessed and a Student Passport will be created to monitor progress.

We aim to achieve a situation in which:

- Classrooms are not just socially and culturally inclusive, but actively celebrate linguistic diversity. Curricula are designed to highlight the range of languages spoken, provide students opportunities to share expertise, and promote linguistic diversity/multilingualism.
- Teachers recognise students' mother tongues, identifying their strengths and boosting the individual's self-esteem to support them to become bilingual.
- Staff acknowledge the time it takes to become fluent in an additional language, and implement strategies to support students to master this.
- Students use their home languages to help them access the curriculum. All students are included socially and academically in the classroom.

2. Context

There are at least 91 main languages spoken by people in Bristol. English is the most commonly spoken language, followed by Polish and Somali.

Reliably, roughly a quarter of students in years 7 to 11 at BCCS use English as an additional language. This number is likely to increase, with the increased number of new arrivals and refuge-/asylum-seeking students joining our school. Over 35 different first languages are spoken by students at BCCS.

3. New arrivals of students with EAL refugee/asylum seeker status

In Bristol Cathedral Choir School we will:

- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.
- Acknowledge the cultural, linguistic and academic needs of newly arrived children and recognise the positive contribution newly arrived children can make to our school.
- Positively reflect the new arrivals' language, culture and identity throughout the school environment and through an inclusive curriculum which celebrates diversity.



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- Ensure that assessment processes and materials enable newly arrived children to demonstrate their knowledge and skills.
- Have high expectations of all learners irrespective of their backgrounds or needs.
- Build partnerships with parents as an essential element of working with new arrivals.

Rationale:

- All pupils arriving in a new school are entitled to the same welcome and induction into life at their new school.
- Newly arrived pupils, particularly those who arrive outside normal admission times, need additional support educationally, emotionally and socially.
- Core agreed procedures should be in place for all newly arrived pupils.
- Some additional procedures may be necessary in order to ensure pupils and families from Minority Ethnic backgrounds have the same access to information and support as other parents and pupils.
- Some Pupils and families may be new to the local area and even new to the country. They may have a limited understanding of the English language. Some of these families may be refugees or asylum seekers.

Key elements of Induction

1. Preparing for the new arrival
2. Settling the new pupil in school
3. Pupil assessment

3.1. Preparing for the new arrival

NB Specific actions to support newly arrived EAL pupils and their families are in italics

New arrivals induction flow chart

Pupil/family arrives in Bristol and requests school place/ following admissions placement. Senior Leaders to be made aware.



School admissions staff obtain basic admissions information, as possible.



School admissions arrange date for parent/guardian/sponsor to meet Head of Year/SLT for parent interview.

If necessary staff, arrange interpreting support for the meeting: e.g. contact BCC Translating and Interpreting Service (Tel- 0117 903 6400)

<https://www.bristol.gov.uk/people-communities/how-to-book-an-interpreter>



Head of Year/SLT conduct parent/guardian/sponsor interview on agreed date, ensure the school admission form is completed, *including a new arrivals Initial Assessment Form (see Appendix A to this policy). Prioritise safeguarding in this meeting. Explain to parent/guardian possible differences in teaching methods between the UK and their home country and discuss school expectations. EAL Lead to be present when possible; if not, a follow up meeting will be arranged in the first term.*

Answer any parental questions (*in first language if available*), including plan of school, school uniform requirements, school meal arrangements, timetable, school times, map of local area, information about English classes for parents/carers, etc...)

Arrange date for pupil visit and agree the most suitable staff.

Set date for pupil starting school, ensuring that this is after the parent/guardian and pupil visit.



Suitable staff to take pupil and family on tour of school.

Discuss any school uniform requirements, school meal arrangements, holiday expectations, arrangements for trips, PE and other equipment needs etc.

Introduce pupil and family to tutor teacher (and other relevant staff, *including EAL Lead Teacher where necessary*). If possible, introduce pupil to a buddy. Provide copy of weekly timetable (*with visuals*) and survival English words.



Share all relevant information with class teachers and staff using a passport template/action plans; inform class teacher of pupil's start date and *language needs of student, including relevant information about background and arrival to the UK.*



Tutor and class teachers to discuss the new pupil's arrival with the class beforehand and practice pronouncing his/her name correctly. Ensure seating plan set and resources planned.

Class learns to say 'welcome' and 'hello' in the appropriate language.



Pupil starts school.

3.2. Settling the pupil into school

NB Specific actions to support newly arrived EAL pupils and their families are in italics

Once the pupil has been admitted to school:

- The tutor group welcomes the newly arrived pupil.
- Pupil is introduced to and supported by identified supportive buddies.
- Group the pupil with mixed or higher ability pupils who can provide good role models (not SEN groups).
- Clear timetable to be established for any intervention activities.
- *After two week immersion period, EAL assessments are conducted by the EAL Lead Teacher and individual EAL Action Plans with specific learning targets are drawn up for Early stage bilingual learners to support class targets.*
- *Translated Letters and reports for Schools in different languages can be used to support parents of EAL pupils in band A-C*
- Arrange a review meeting with the parents/carer/sponsor in the following term.

3.3. Pupil assessment

NB Specific actions to support newly arrived EAL pupils and their families are in italics

- Students will be regularly assessed by their teachers to ensure they are making progress and working towards at least age-related expectations. Provision and resources will be made available while taking into account the pupil's background and prior learning.
- Ongoing informal (if appropriate, formal) discussions will take place between HOYs, *EAL lead*, and parents regarding the pupil's progress. There will be at least one meeting when the student joins the school, and another in the following term to review.
- *Where relevant, students may complete assessments in their home language so that the full extent of their potential and capability can be assessed.*
- Parents will be updated on their child's progress via reports, email communication, ClassCharts, and - where necessary - in-person meetings. *Where needed, communications will be translated into home languages and translators arranged for school meetings.*
- Pupils who do not make expected progress may need additional investigation into their learning needs, initially through SENCO and then in consultation with outside agencies.
- Progress will be tracked on the school's data system and by class teachers via ongoing formative assessments as part of their regular teaching practice.
- *After a two-week immersion period, a full assessment of EAL students' English proficiency is conducted by the EAL Lead. This involves: meeting with parents to discuss family background; asking the student to complete reading and writing tasks; visiting the student in one of their lessons. A translator should be present if necessary.*
- *Students in Bands C and below assessed every term for the first three terms, then every other term following. Students in Bands D and E assessed at beginning and end of the academic year.*

- *In line with DfE school census requirements 2016-18, the assessment of English proficiency levels (from Band A to Band E) for all pupils learning through EAL is now strongly recommended. This will be updated by tutors at the beginning of each academic year.*

4. EAL teaching and learning

We aim for EAL students to be part of mainstream lessons; extra support is provided to help them access the curriculum. Regular, relevant CPD will be offered to/signposted for staff, to enable them to meet the needs of EAL learners.

We use the following strategies to support English language learning in the classroom:

- EAL students are assessed regularly (as per the information below) and notes from this are shared with classroom teachers to support their teaching.
- Tasks may be translated into home languages/differentiated to help students access content.
- Dual coding (visuals, music, physical activity) are incorporated to provide multiple methods to engage with the curriculum.
- Students are sat with supportive peers to engage them in discussions in the classroom.
- Students' underlying proficiency is acknowledged; they are provided with opportunities to translate into English.
- EAL students may follow a more personalised action plan, depending on English proficiency.
- EAL status is not used to make assumptions/predictions of students' ability in a subject; students are supported and challenged according to their needs.

5. Planning, monitoring and evaluation for EAL

EAL students are assessed regularly to ensure progress and identify academic and pastoral needs.

For new starters:

- Initial information is provided by the council.
- When students arrive in school, there is an initial two-week immersion period.
- After this two-week period, students are assessed (see the Initial Assessment form, attached as Appendix A to this policy).

Ongoing assessment:

- Students are assessed and placed into bands by tutors in the first term of the school year.
- Students at Band C or below are assessed by the EAL Lead Teacher. After this, students are assessed every term for the first three terms, and then every other term following this.
- Following assessments, individual action plans are created for students. These are reviewed termly or bi-termly by the EAL Lead Teacher. This combines academic and pastoral targets.
- Information will be collected regularly from teachers and the EAL LSA to track progress.
- Data will be collected and monitored via SIMS and separate spreadsheets by the EAL Lead.

6. Special Educational Needs and Gifted and Talented Pupils

EAL status is not an indicator of SEN or ability. All students will be assessed against age-related expectations and the curriculum levels set in particular subjects.

To support EAL students in assessments:

- Where necessary and possible, students will be assessed in their home language.
- Targets and action plans will be adapted to meet the level of individual students.
- Initial assessment meetings will be used to determine appropriateness of other assessments.

EAL students on SEN or AIM registers have access to the same provision as non-EAL students on these registers. Where possible, EAL students will be fairly represented in classrooms and intervention groups. If not, reasons will be provided by the EAL Lead.

7. Assessment and record keeping

If possible, EAL students complete the same assessments as peers. This may involve modifications:

- Translated assessment papers and questions.
- Access to a scribe.
- Access to translation software.

EAL learners will be assessed regularly for English proficiency. Assessments are as follows:

- Initial Assessment for new starters, after a two-week immersion period.
- Tutor assessments for all students at the beginning of the school year.
- Termly and then bi-termly assessments for students identified as Band C or lower.
- Bi-annual assessments for students identified as Band D and E.

Data will be updated on SIMS by tutors at the start of the year, updated by the EAL Lead following subsequent assessments. Records of assessments and work produced by students will be kept in a password-protected Google Drive during their attendance at the school, then deleted confidentially.

8. Intervention

Core resources and interventions are as follows:

- An EAL LSA with one third of their timetable allocated to EAL.
- A dedicated EAL tutor group for students in Band A to C, across all year groups from 7 to 11, involving English reading, writing, and speaking practice.
- Targeted interventions - including an English Support Option Block for students at Bands A to C in KS4.
- Literacy and English language resources, such as Racing Into English or Flash Academy.
- Chromebooks for students without access to technology outside of school.
- Trips and activities for EAL students and their assigned buddies (for example trips to museums and galleries, materials for gardening or cooking, etc.).
- Materials to support activities celebrating languages across the school.
- Access to the peer tutoring programme led by Jacari.
- Provision of or signposting to extracurriculars, such as music, sports, or work experience.

9. Parents/carers and the wider community

BCCS aims to maintain active communication with parents and community groups to support students at school and beyond. We recognise the value of the learning that takes place outside the classroom, and the importance that community, religious, and cultural groups have for students.

Parents will be included in the school community through:

- Attending initial meetings with pastoral leads and the EAL Lead when students first arrive.
- Attending Initial Needs Assessment to provide information about students' languages, prior learning, and family situation.
- Invitation to attend relevant school events.
- Opportunities to volunteer at school events and to support students through their own language proficiency or other relevant expertise.

Community groups will be valued in the school community through:

- Signposting of students to relevant activities, courses, or events.
- Collaboration on student support, e.g. liaising to find mentors or supportive communities.
- Invitation to share expertise with teachers/students at events or speaking opportunities.

10. Key responsibilities and staff development

Pastoral Leads / Heads of Year

- To support the arrangement of initial meetings with parents/carers and students.
- To ensure new students are enrolled at the appropriate level.
- To collect information from previous schools (where possible), including the level of English studied/used and any equivalent qualifications.
- To support students with additional support, e.g. applying for access to Free School Meals.
- To ensure students have the appropriate uniform and equipment to begin school.

School Leaders

- To meet with parents/carers and students as part of their initial induction to the school.
- To review any policies in place to support EAL students.

EAL Lead Teacher

- To assess new EAL arrivals, and those identified as Band C or below by tutors.
- To provide English language interventions for EAL students - especially those newly arrived or at Band C and below - including liaising with external organisations (such as Jacari).
- To monitor EAL learners' progress through interventions and liaising with subject teachers.
- To feedback assessments to teachers, suggesting strategies to support learners.
- To coordinate the EAL tutor group.
- To review and update the school's School of Sanctuary accreditation.
- To meet regularly with families and support other concerns related to the students' wellbeing, including and not limited to: further education applications, housing support, communications with the council, transport to school.

SENCo

- To liaise with the EAL Lead Teacher where there is overlap between EAL and SEN needs.



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- To assess students - with an interpreter present - where there is evidence of additional need.

EAL Lead LSA

- To provide pastoral support to EAL learners through regular intervention sessions.
- To provide general English language support.
- To monitor the progress of EAL students and report this to the EAL Lead Teacher.
- To plan and deliver 1:1 or small group English language interventions.

Teachers

- To monitor the progress of EAL learners and report any concerns to the EAL Lead Teacher, and to offer professional insights into students' progress where requested.
- To apply strategies suggested by the EAL Lead Teacher to support EAL learners.
- To plan challenging targets for EAL learners and to track progress in line with these.
- To use information provided through CPD, the EAL Lead, and other professional discussions effectively in curriculum planning, classroom teaching, use of resources, and pupil grouping.

11. Monitoring, review and evaluation of the policy

This policy is reviewed annually by the EAL Lead Teacher.

The scheduled review date for this policy is January 2026.

12. Useful websites and contacts

Chartered College of Teachers website see: <https://vimeo.com/769979121/69a7ed5efc>

Better Bilingual consultancy and support: <https://www.betterbilingual.co.uk/>

Bell Foundation assessment and resources: <https://www.bell-foundation.org.uk/>

Local Authority Attendance and Belonging Team:

www.bristol.gov.uk/council-and-mayor/policies-plans-and-strategies/refugee-asylum-seeker-and-inclusion-strategy/the-resettlement-of-vulnerable-refugees-in-bristol

Appendix A: New Arrivals Initial Assessment Form
EAL Pupil Initial Assessment Report
Name of Pupil:
Date of Birth:
Date of Arrival in UK:
Country of Origin:
Countries Lived In:
First Language:
Name of School:
Contact Person:
Date of Admission:
Year Group:
Date of Visit:
Interpreter:
Other Agencies:
Curriculum Attainment Data
(in terms of Age-Related Expectations or ARE)
Maths:

Above ARE / ARE / Below ARE / Well below ARE

English:

Above ARE / ARE / Below ARE / Well below ARE

EAL Assessment Data – using The Bell Foundation’s EAL Assessment Framework
Overall Proficiency in English level:
Summary:
**Listening &
Understanding**
Speaking
Reading & Viewing
Writing

Information provided by the Parents/Carers	
Details of journey to the UK:	
Family details (current living arrangement):	
Family details (previous/outside UK):	
Country/ies previously lived in (dates?):	
Language/s used when pupil first born:	
First language (L1) acquisition typical?	
Language/s used in the home now?	
Additional languages known/used?	
Pupil's current L1 fluency (oracy)?	
Pupil's current L1 fluency (literacy)?	
Previous education outside the UK?	
Previous language/s of instruction?	
Previous education within the UK?	
Current level of English (oracy)?	
Current level of English (literacy)?	
Pupil's interests and strengths?	
Pupil's areas of concern/weaknesses?	
Parent's hopes and aims for students?	
Religious information:	
Health information:	
Additional information (including significant experiences):	
Expectations of support (religious, academic, SEN):	

Other services working with the family / supporting the child (support worker, council, social work, medical, mental health):

Information requested by the Parents/Carers

Aspect	Y/N	School actions (date/initials)
Information about UK education system		
Information about this specific school		
Signposting to trauma support		
Signposting to ESOL class		
How to request an interpreter		
How to volunteer in school (general)		
How to volunteer in school (share L1)		
Other:		