

## **The Support of Pupils with English as an Additional Language (EAL) Approved by The Governing Body – July 2004**

**Lead Person :** Assistant Head (Pupil Development)

**Support Person :** SENCO, Head of English, Pastoral Heads

**Definition of EAL:** The Crypt definition of EAL is where English is not the predominant language spoken in the pupil's home environment.

**Aim :** To organise school based provision to meet the needs of EAL pupils.

### **Identification :**

1. Primary identification of EAL pupils will be made through pupil confidential information. CMIS Administrator will alert Lead person who will disseminate information to Support persons and all teaching staff.
2. CIRCLE (Centre for Intercultural Resources and Language Education) will provide names of EAL pupils to SENCO, who had been supported in their Primary School.
3. EAL pupil entering The Crypt School with below Level 4 in Key Stage 2 English. Lead person to alert Support persons.
4. Testing of all Year 7 in the first term to assess English and Mathematical competency will identify EAL pupils with any of spelling, comprehension, reading or mathematical difficulties. To be carried out by English and Maths teachers of Year 7 with the support of SENCO.
5. Within the classroom, through difficulties in structuring oral responses and with formal writing will alert teacher of those EAL pupils experiencing problems. Teacher to complete an Initial Concerns Form and alert SENCO.

### **Support :**

1. Specific support for EAL pupils within the classroom may include :
  - i) Reading to enrich language
  - ii) Writing frames to encourage extended writing
  - iii) Normal classroom differentiationSENCO and Head of English to advise on the above.
2. Literacy catch up sessions, supervised by English Department
3. Testing and support by CIRCLE overseen by SENCO

4. EAL pupils with prior support to entering The Crypt School, SENCO will liaise with CIRCLE about how well the pupil has settled in and whether further support is required.
5. SENCO will refer to CIRCLE for advice and support when required
6. The writing of an IEP involving the student, tutor, parents and any other person who needs to be involved.

Monitoring and Evaluation :

1. The Support persons will keep the Lead person informed about the progress made by EAL pupils.
2. SENCO will evaluate progress of EAL pupils on the SEN register against expected outcomes (KS2 v KS3, CATS) and advise HOD accordingly.
3. The lead person will compile EAL pupil's outcomes against expected at the end of each Key Stage (KS2 v KS3, CATS) and advise HOD accordingly.
4. The tutor will work with the student and his IEP using the present method of monitoring IEP's.

J. Waterston  
2004