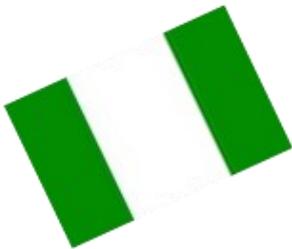




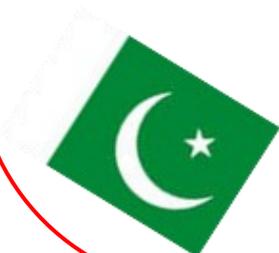
English as an Additional
Language at
Lawnswood School



Many languages,
one school



A safe and welcoming
place for all



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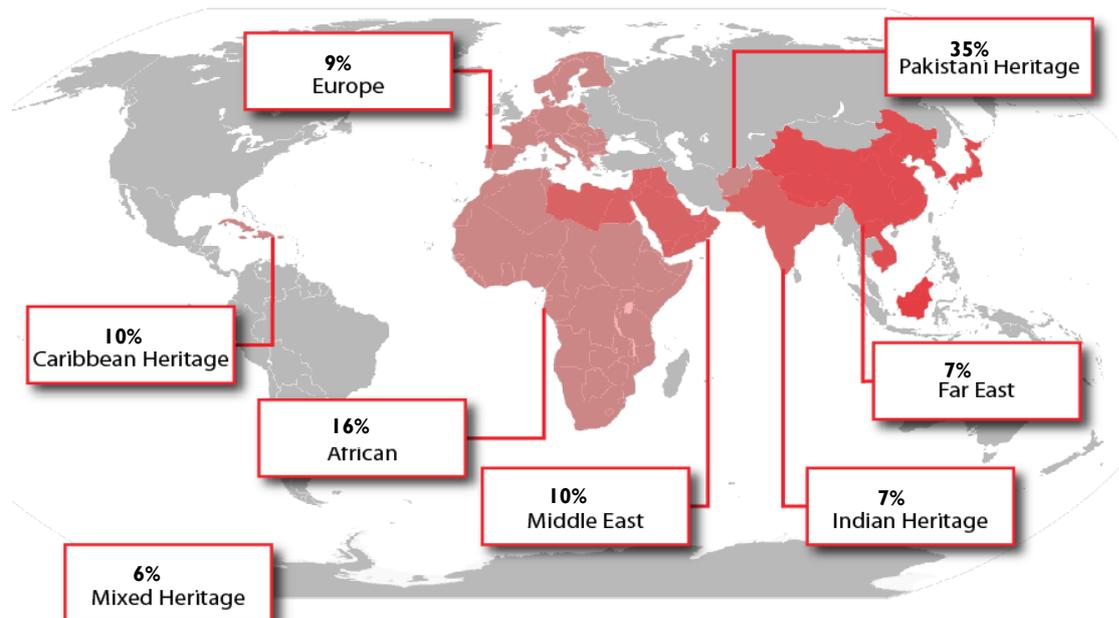
Going forward

The EAL Pupils

At Lawnswood 51% of the pupils come from minority ethnic backgrounds and 35% of the students within the school speak English as an additional language. Our largest cohort of EAL students are of Pakistani/Kashmiri heritage and at home speak a mix of Urdu and Punjabi. We have international arrivals from the Middle East, The Far East, Africa and Europe and amongst our pupils there are 41 different languages.

There is huge diversity within the EAL students. Some of our students are from overseas families studying at university while others are families who have moved to Leeds for work or arrived in the UK as asylum seekers and refugees. We are a recognised 'School of Sanctuary' providing a safe and welcoming place for all.

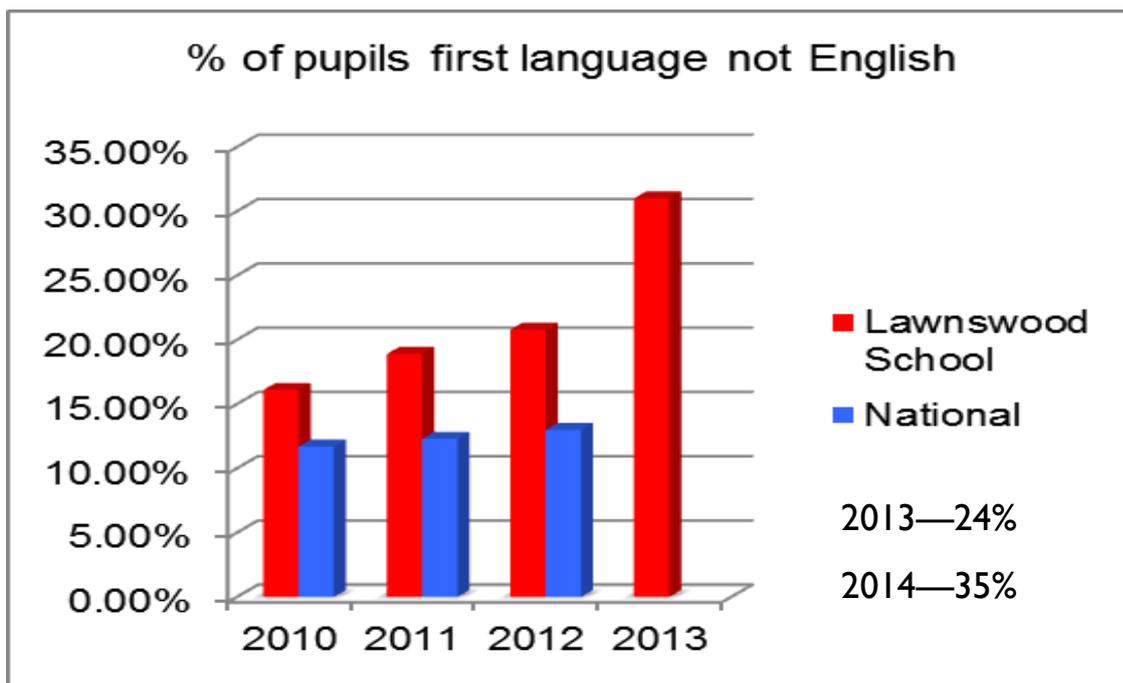
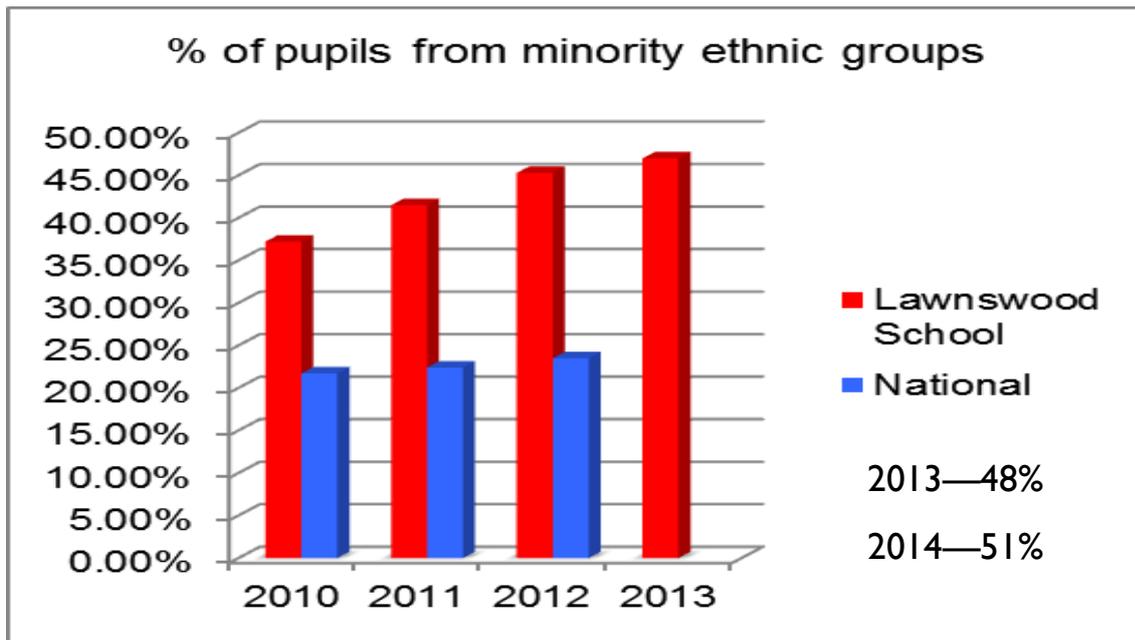
Breakdown of EAL pupils at Lawnswood



The Data

51% of pupils are from minority ethnic groups.

35% of pupils at Lawnswood School do not have English as a first language.



The EAL Department



EAL Learning Base

July 2012 saw the opening of the EAL Learning Base which provides a classroom for EAL pupils to come for additional language support. Here students attend lessons for English language support in reading, writing, speaking and listening as well as support with their other subject lessons. We also hold Intervention groups, reading groups, lunchtime and after school clubs in the base. Students can drop in at any time for pastoral support. The base is equipped with language booths, a small book area, computers and many resources to support new to English pupils.

Staff

At Lawnswood School we have an EAL Coordinator, 3 dedicated EAL Teaching Assistants, 1 part time EAL Maths assistant and various volunteers from the community who come to help support the EAL pupils with their learning. 6th EAL Peer Mentors also give freely of their time to help out with students and parents.

New to English Arrivals

Each academic year we have in the region of 40 EAL new starters for whom English is not a first language. These pupils come from different backgrounds and have very different levels of English, experiences and needs. Individualised language plans are drawn up to best support these students.

New arrival induction process

The EAL coordinator attends the initial meeting with parents and the new pupil in order to gain important background information. Pupils then spend time in the EAL learning base where they are assessed and inducted into life at Lawnswood. Assessments are carried out in reading, writing, speaking & listening in addition to maths tests and writing assessments in the pupils' home language. Using this procedure we are able to ensure students are set correctly, Individual Language Plans are drawn up to inform all teaching staff of their needs. All pupils are issued with a vocabulary book, home language dictionary, given 2 EAL targets and enrolled on the school reading scheme.



Pupils are given a buddy from their form to help them settle in and where appropriate an EAL Peer Mentor is also assigned.

Pupils receive specialist support from dedicated Teaching Assistants and are monitored closely. After 6/8 weeks a review meeting takes place with parents, pupils and progress leaders.

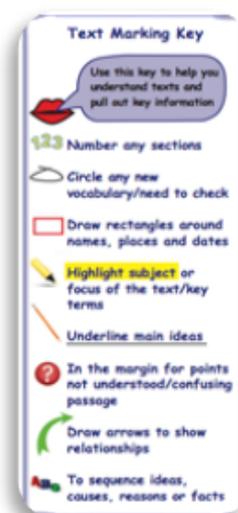
Advanced Learners of English

It takes 2-3 years to develop conversational English and between 5-10 years for these pupils to operate on a par with their English speaking peers. Once New to English arrivals have progressed beyond Step Level 5 they are considered Advanced Learners of English but still require some level of support and differentiation.

Pupils born in the UK who have a home language other than English also fall into this group alongside pupils from 2nd and 3rd generation families who have a heritage other than English.



At Lawnswood we continue to raise awareness of ALE learners and their needs across the different departments and work collaboratively to meet the needs of these students. Through tracking, support and where necessary providing writing and reading intervention programmes we aim to increase the attainment of these pupils.



Enrichment Activities

As part of our EAL induction programme we encourage pupils to get involved with the many enrichment activities across the school as this is an excellent way to meet new friends, learn English faster and be part of Lawnswood.

Lunchtime/Afterschool Clubs

The EAL department runs a homework club, maths support club, KS4 revision group and drop in support for EAL students. We have a culture and diversity forum as part of our Student Leadership Programme which encourages students to get involved with many projects.



Lunches from the nations

Twice a term we also hold a lunch where pupils from a particular country host a meal and invite other pupils to come along. These are popular and give EAL students a real opportunity to share and celebrate some of the culture and traditions from their country.



Parents and the Community

New arrival parent Meeting

Welcoming families of EAL students and working in partnership with them is key to supporting EAL pupils and their learning. We have regular contact with parents and a new arrivals parent meeting 6/12 weeks after students start for parents to find out how their children are settling in, ways to support them and more about our education system. Parents also have an opportunity to get to know other parents who are new to the country. Our website has links to a variety of languages.



Community partnerships

We have had a partnership with Al Haqq Supplementary School in Burley for the past 6 years and regularly help out at afterschool sessions. This has proved highly successful in understanding and supporting the needs of our Pakistani heritage pupils and forming closer links with parents.

Recently we have formed contacts with the Chinese and Arabic Language schools in Leeds and are working together to support students learning with home language GCSE's.

Transition

The EAL Coordinator is part of the Year 7 transition team and visits primary schools to gain background information on EAL pupils. EAL assessments are carried out alongside Year 7 tests for those pupils who need further support.

EAL Training

Our EAL Coordinator works as an EAL consultant for the Narrowing the Gap team and regularly attends meetings with other high school in Leeds. We are highly regarded within Leeds for our EAL good practise and regularly advise other schools who come to visit our department. Our EAL team is experienced and regularly attend training sessions to keep up to date on the latest developments

Whole school Training

Training teaching staff in the needs of EAL learners is a vital part of supporting our EAL learners. EAL training is part of the new staff induction and this is enhanced by other regular focused training sessions. We have EAL Champions within most departments and staff are now able to adapt their own materials to better support EAL learners.



EAL Peer Mentors/6th Form EAL Mentors

A number of 6th Form and Key Stage 4 pupils who were once new to the country themselves have been trained to support new to English EAL pupils. They regularly support with learning, homework clubs, translation and interpreting for parents and are an invaluable asset to the school.



Going Forward

At Lawnswood we are committed to improve our practise so that the needs of our EAL pupils are met. Through individualised learning programmes, intervention and support we will continue to further raise the attainment of EAL pupils across the curriculum.

We aim to build effective and consistent teaching strategies, differentiation and resources within departments to give our staff the confidence to meet the needs of our ever growing number of EAL students.

We constantly review our practice and are currently developing and improving relationships with parents and the community. We are looking at ways to encourage the parents of our minority ethnic groups to become more involved with the school and their children's education.



‘My children are happy at Lawnswood.
They feel much safer than they did
at their last school and they are making
much better progress.’



‘When I first started school I
couldn’t speak English. Now
I have lots of friends and can
understand all my lessons.’



‘Thank you for helping my son
We are very happy he is doing
so well and settled so quickly.’



‘My Peer Mentor really helps me.
It is good because she speaks my
language and explains homework I
don’t understand.’



We are deeply impressed with your
on-going commitment to asylum seekers
and a culture of welcome.



Outstanding!
School of Sanctuary Committee.

