EAL Policy

Introduction

The definition of EAL is, according to the Department for Education, as follows:

"A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English." (English proficiency of pupils with English as an additional language, DfE, 2020).

The school is committed to providing an education to all pupils which acknowledges and is enriched by the diversity of ethnicity, culture and religious backgrounds of all pupils and their families. We believe that the curriculum should aim to reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all pupils. It is important to recognise pupils with more than one language in their lives and to encourage them and their families, where possible, to express themselves in these languages. Learning any language is a lifelong process and is greatly enhanced by the opportunity to hear and use each language at the appropriate developmental level. We also recognise that it is important to distinguish between social and academic language, and we are keen to encourage children to become fluent in both.

We aim to support families in maintaining the non-English language at home with their (extended) families, as this serves to preserve the cultural identity of the child and it offers the child the best start to being a global citizen.

Equality of access to the curriculum for all pupils, including those for whom English is an additional language, is supported by excellent teaching in the classroom. This involves good planning of well sequenced and manageable lessons, coupled with effective pedagogical choices and effective and robut assessment.

Lessons are clearly structured and learning objectives are made clear to the pupils. Teachers employ interactive and multi-sensory teaching methods and ensure that time is spent in collaborative group work. Teachers promote active and independent learning enabling pupils to think for themselves and to begin to have some level of autonomy within their learning. They differentiate their teaching to meet the needs of all pupils, including those with EAL.

This policy is a whole school policy and applies to all children including the EYFS.

Planning, monitoring and evaluation of pupils with EAL

All children with EAL are identified on entry and their language development is closely monitored. Children with EAL are highlighted and discussed at regular progress meetings between the Senior Leadership Team and classroom teachers. Parents are also given the opportunity to regularly update the language information regarding their child(ren).

All pupils are assessed regularly using CEM, reading and spelling ages (where appropriate). The data is analysed by the teachers who look specifically at the achievement and progress of learners with EAL.

Pupils will learn alongside their peers in the classroom, thus providing an integrated language, content and cultural environment, aimed at motivating and meeting the distinctive needs of EAL learners. It may still also be necessary to withdraw pupils

from the mainstream class to work on specific targets that will be linked to class or subject work.

The SENDCO is responsible for supporting and monitoring planning regarding provision for EAL pupils.

EAL teaching and learning

The EYFS Department recognises that in the Early Years conceptual and linguistic knowledge is acquired simultaneously and staff modify their interactions to encourage language development, both in English and in their home language. Expectations of EAL pupils are high and the school fosters an understanding and philosophy that children with EAL have a strength in their lives which they are encouraged to build on, rather than a difficulty. All teachers involved with EAL pupils' learning are involved in the planning, monitoring and reviewing of EAL pupils' needs and achievements. The SENDCO coordinator has responsibility for coordinating the needs of the pupils and is responsible for evaluating the school policy for pupils with English as an Additional Language.

It is recognised that each pupil with EAL will have their own specific profile of language needs which is determined through observation, informal assessment and formal assessment, and supported with targeted intervention where necessary. Examples of these **additional** interventions are:

- Phonics for younger pupils or pupils (nearly) new to English
- Comprehension/writing support through exposure to challenging language and writing structure/key phrases/graphic organisers for older pupils.
- Barrier games to support social conversation.
- Specific targeted grammar intervention

The EAL coordinator is responsible for supporting and monitoring curriculum planning and Schemes of Work regarding provision for EAL pupils.

Assessment and record keeping

At all levels/ages of the pupils' time at Salterford House, EAL pupils are identified as such, as per the DfE guidance. English language proficiency information is collected through teacher assessment as well as formal testing.

Parents/carers and the wider community

The Prep reaches out to parents of EAL children and seeks to forge strong bonds with EAL families in order to encourage and reassure parents that the school supports their home language(s). Specific events may be organised for EAL families eg. international celebration days. Additionally, the SENDCO is available to liaise with the families of EAL children.

Staff development

The SENDCO has the responsibility to offer regular guidance/training to staff, through Twilight/Staff Briefing meetings and feedback from training/webinars/conferences attended.

Other Policies
Other policies that should be read in conjunction with the SEND Policy:
Admissions; Anti-bullying; Assessment; Curriculum; Complaints Procedure;
Behaviour; Accessibility; Equal Opportunities; Data Protection; Safeguarding policy,
Special educational needs and disabilities (SEND) policy.