

## **English as an Additional Language Policy**

### **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.

This policy applies to all pupils, including those in the early years.

### **Definition**

The government definition of an EAL learner includes *anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community'*.

This includes, for example:

- 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. Pupils who have EAL requirements are provided with appropriate support. The pupil is assessed through observation and discussion with the pupil, class/subject teachers, the EAL team/SENCo.

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where a pupil is not making the progress expected, care is taken to establish whether the problems are due to limitations in his/her command of the language or arise from other identifiable special educational needs.

### **Identification and Assessment**

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil.

In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the admissions form
- Information from interviews with parents/guardians
- Information from initial assessment papers; and/
- Information from the previous school

EAL pupils are assessed in their competence in English categorised on a five-point scale.

- New to English
- Early Acquisition
- Developing Competence
- Competent
- Fluent

### **Provision**

Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including SEN, EAL and Higher Achieving Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.

EAL pupils will be provided with opportunities to make good progress.

EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language, we will support language development at home and support children in reaching a good standard in English. Where appropriate, we will assess understanding in the home language to inform an assessment judgement in the early stages of English language learning.

Class/subject teachers have responsibility for ensuring that pupils can participate in lessons and will have an awareness of good practice in providing for EAL pupils within the classroom setting and subject.

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

### **Monitoring and Recording**

- It is the responsibility of the subject teacher (with the support of the SENCo) to maintain up to date records of EAL pupils in their classes
- Heads of Faculty, Subject Leads and class teachers monitor and track the progress of EAL pupils
- A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the SENCo and EAL Team.

### **Special Educational Needs and Differentiation**

EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs but have skills and knowledge about language like monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Subject teachers, at the Senior School, will provide all pupils, including EAL pupils with vocabulary lists and actively teach the acquisition of new terminology through the whole school literacy focus.

EAL pupils will be provided with a bilingual dictionary to further support independence when reading and writing. If this is used regularly and forms part of their normal way of working, they will be able to use one for their examinations.

If an EAL pupil has difficulties with reading English, then a computer reader/reader could be offered, in line with JCQ guidelines. This will depend on the pupil's reading levels and their normal way of working in school.

Some EAL pupils may have a special educational need, and, in such cases, pupils will have equal access to school SEN provision, in addition to EAL support. EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our Able, Gifted and Talented Policy.

### **Staff who support EAL**

Lower School – Denise Adamson SENCo, Assistant Head of Lower School Pastoral

Senior School (EAL Team) – Lucille Long SENCo, Rosie Kelly Languages Faculty Lead  
Lead Laura Riddell – MFL teacher.

Reviewed/Approved: October 2024  
Next Review: Autumn 2025