Policy for Children who speak English as an Additional Language (EAL)

This policy applies to all pupils in school, including Early Years Foundation Stage.

This policy takes account of the following documents and guidance:

- SEN Code of Practice July 2014 (updated Jan 2015)
- Statutory Framework for the Early Years Foundation Stage September 2025
- The Children and Families Act DfE 2014
- The Education (Independent School Standards) Regulations April 2018
- The Equality Act 2010
- The Independent Schools Commentary on the Regulatory Requirements September 2019

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following policies:

- Admissions
- Anti-Bullying (including Cyber & Homophobic Bullying)
- Assessment, Reporting and Recording
- Behaviour & Discipline
- Child Protection & Safeguarding Children
- Children with Special Educational Needs, Learning Difficulties, or Disabilities and Inclusion
- Code of Conduct
- Equal Opportunities
- Partnership with Parents
- PSHE, Re and SMSC

1. INTRODUCTION

We are committed to providing children with limited, or no English, every opportunity to learn the language, by offering a suitably differentiated curriculum with many daily opportunities to develop understanding, speech and written skills. We acknowledge that bilingualism confers intellectual advantages and that the role of the first language in the child's learning is of great importance.

Children who have English as an additional language or who live in homes where other languages are spoken will be identified as follows:

1. New to English
2. Early acquisition
3. Developing competence
4. Competent
5. Fluent
6. Additional language spoken at home

2. AIMS

All members of staff have the responsibility to support and encourage children to become fluent English speakers.

1. To give pupils who speak EAL access to the whole curriculum.
2. To provide pupils who speak EAL opportunities to hear and read good English and extend their knowledge and use of English.
3. To provide additional in-class and withdrawal support for these pupils if necessary.
4. To develop an understanding and respect of pupils' home languages.
5. To use additional visual, and audio resources where appropriate as well as physical resources to support and enhance the learning experience.
6. To regularly assess pupils who speak EAL to establish their needs and progress.
7. To gather accurate information about children's background and share this with all members of staff.

3. TEACHING AND LEARNING

All teachers will carefully plan differentiated activities to take account of the needs and abilities of pupils who speak EAL. Appropriate targets are also set for each pupil to help them make progress and to challenge their learning. These are carefully monitored to ensure the pupils are making the progress they should. (See Appendix 1).

Individual Support Lessons

If a pupil who speaks EAL has been identified as needing additional support in addition to that provided in the classroom, the Headteacher and SENCo are informed and, in consultation with the class teachers and parents, it will be agreed how this support will be provided. Where appropriate pupils will receive specialised, targeted intervention and individualised teaching programmes will be developed for each pupil tailored to their specific learning needs.

Teachers will ensure that:

- They help to maintain the EAL register by using the appropriate code for each child and use this information to inform all teaching and learning (See Appendix 1).
- Classroom activities have clear learning objectives and that appropriate materials and adult support are used to enable pupils who speak EAL to fully participate in lessons. This includes using accessible texts and materials that suit both a child's age and their stage of learning.
- Key language in each curriculum area e.g. key vocabulary to be taught and used within lessons is identified in planning.
- Enhanced opportunities are provided for speaking and listening e.g. working collaboratively.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration, semantic webs.
- Additional verbal support is provided, e.g. repetition, modelling and peer support.
- Use is made of collaborative activities which involve purposeful talk and which encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning e.g. talking frames and writing frames.
- Assessment guides all planning and teaching.
- Children do not feel under pressure to speak until they feel confident.
- Adults and children will respond positively and encouragingly to children's non-verbal communication. Any attempt to join in will be sensitively encouraged and praised.
- They communicate with parents and aim to find translators where appropriate.

4. The Early Years Foundation Stage

We aim to ensure that our provision in The Early Years matches the development and learning needs of all children and that all children, including those learning English as an additional language reach their potential. The individual needs of the children are assessed by the EYFS Manager/Pre Prep Teacher/Nursery Manager on entering the school/nursery in order to identify those children who may need additional support with their language development. When assessing communication, language and literacy skills the staff will assess children's skills in English. If a child does not have a strong grasp of English language, we will explore the child's skills in the home language with parents. Every effort will be made to find out about the language experiences of the child and this early identification of potential barriers will enable the staff to thoroughly plan, deliver and monitor the impact of all support and discuss any concerns with the SENCo who will seek parental consent for referral to outside agencies if it is necessary.

Secure and trusting relationships are developed within the Early Years setting and whilst bilingual support is available if needed, appropriate first language support may not be available for all children all of the time. All children will be encouraged to learn and reach a good standard in the English Language through modelling, careful enunciation of words and phrases and repetition. Members of staff will 'self-talk' through activities with which they are engaged, so that they are giving children a commentary on their actions or they may 'parallel talk' where they provide a commentary on what the child is doing.

Specific skills will be taught through scaffolding, modelling and planned interventions following observation to assess need. The inclusive ethos of the school promotes a celebration of differences and ensures that all families feel included and are able to participate in their children's care and learning experiences.

Opportunities for children to develop and use their home language in play and learning will be available, allowing children who share the same first language to share that language together. The children will be given lots of opportunities to play outside as most children tend to feel less inhibited in their language use in an outdoor environment.

Language development at home will be supported by building strong links with families and encouraging the children to talk about familiar experiences.

5. PARTNERSHIP WITH PARENTS

We will:

- Welcome all new children and their parents into school.
- Use plain English and translators and interpreters, where appropriate, to quickly establish good communication links (we have some bilingual staff and a number of parents who can act as interpreters).
- Identify the linguistic, cultural and religious backgrounds of the pupils and establish contact with the wider community where appropriate.
- Recognise and encourage the use of the first language.
- Help parents understand how they can help their children at home.
- Build on children's cultural and linguistic experiences by encouraging them to talk about writing done at home and by forging close links with families to understand the ways they support their children with writing at home.

6. EQUAL OPPORTUNITIES

The work covered and tasks set will be of an appropriate level for all children within all classes and they will be presented without prejudice, whatever the age, ability, sex or ethnic origin of the pupils.

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Appendix 1

EAL categories are:

Code 1 New to English

- May use first language for learning and other purposes.
- May remain completely silent in the classroom.
- May copy / repeat some words or phrases.
- May understand some everyday expressions in English but has minimal or no literacy in English.
- Needs a considerable amount of EAL support.

Code 2 Early Acquisitions

- May follow day to day social communication in English and participate in learning activities with support.
- Beginning to use spoken English for social purposes.
- May understand simple instructions and can follow narrative / accounts with visual support.
- Developed some skills in reading and writing.
- Familiar with some subject specific vocabulary.
- Still needs a significant amount of EAL support to access the curriculum.

Code 3 Developing Competence

- Participates in learning activities with increasing independence.
- Able to express self orally in English, but structural inaccuracies are still apparent.
- Requires ongoing support, particularly for understanding text and writing.
- Can follow abstract concepts and more complex written English.

Code 4 Competent

- Oral English is developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts.
- Written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage and to develop abstract vocabulary.
- Needs some/occasional EAL support to access complex curriculum material and tasks.

Code 5 Fluent

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.
- Operates without EAL support across the curriculum.

Code 6 Additional language spoken at home

- Is fluent in English but experiences other languages at home.