



EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) POLICY

CONTENTS

MONITORING AND REVIEW..... 1

CONTEXT..... 2

AIMS 2

LEGAL REFERENCES 2

RELATED POLICY..... 2

DEFINITION OF EAL..... 2

IDENTIFICATION OF EAL 2

ASSESSMENT..... 3

EVALUATION 3

RESPONSIBILITIES..... 3

TEACHING STRATEGIES..... 3

MONITORING AND REVIEW

Person Responsible	Andrew Gibb – Deputy Head (Academic)
Reviewed by	SLT
Approved by	SLT
Frequency of Review	Annually
Date of Last Review	March 2019
Date of Next Review	April 2019

The School refers to all staff and students in St Mary's School, which includes the Early Years/Foundations Stage (EYFS), the Preparatory Department (Years 1-6), Senior House (Years 7-11) and the Sixth Form (Years 12-13).

The term 'parent' refers to those who have parental responsibility for a child.



CONTEXT

At St Mary's School the progress, achievements, attitudes and well-being of all our students are important. We encourage all our students to achieve the highest possible standards, taking account of each child's life experiences and individual needs.

We do on occasion, admit students for whom English is not their first language, although they will have a good degree of fluency in English, and for whom we need to make special arrangements and adjustments to enable them to fully access our curriculum. However, we acknowledge that these students' have skills and knowledge about language similar to monolingual English speaking students and that their ability to participate in the full curriculum may be in advance of their communicative skills in English.

AIMS

In order to fully integrate students for whom English is an additional language we aim to:

- Support teachers by ensuring that they are aware of the EAL student's needs and so raise their achievements by providing a differentiated curriculum
- Give EAL students immediate and maintained access to the whole curriculum
- Ensure that EAL students hear and speak good models of English and so proceed to reading and writing of such
- Provide support/withdrawal sessions for EAL students and to provide additional tuition with a private tutor as required
- Ensure awareness of the of the child's home language in order that we are able to value her cultural and linguistic background; an appreciation that language is part of our identity
- Provide appropriate resources for EAL learners
- Regularly assess EAL learners ability to access the curriculum

LEGAL REFERENCES

This policy operates within a wider national policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families ACT 2014, SEND Regulations 2014 and SEND Code of Practice 2015

RELATED POLICY

This policy should be read in conjunction with St Mary's School:

- Equal Opportunities Policy
- Admissions Policy

DEFINITION OF EAL

EAL students are identified as such because they speak a different language at home or have a different first language. However, not EAL is a broad term which encompasses a wide variety of English fluency.

IDENTIFICATION OF EAL

- Parents are asked to identify their children's needs on application to the school
- The class teacher identifies needs as a result of observation and assessment. The assessment and planning for EAL is ongoing



- Using information from the previous school setting (if applicable)
- Baseline assessment
- Foundation stage profile information

Students who are identified as EAL have this information recorded on the school information management system and are recorded on the EAL Register. The EAL Register includes information about the appropriate provision the student should be provided.

EAL is not the same as SEND and conversely the two are not mutually exclusive. Should an EAL student be assessed as SEND they will have equal access to Learning Support.

ASSESSMENT

Many students will develop the ability to communicate conversationally quickly. However, the complexity of academic studies and testing requires more detailed language acquisition which can take up to ten years to acquire.

- Assessment is formative and based upon ongoing recording of attainment and progress in line with agreed school procedures
- Assessments are checked for cultural bias and action is taken to either support the student or remove the bias
- Assessment scores are reviewed with sensitivity during initial language acquisition

EVALUATION

All student progress at St Mary's school is carefully monitored and analysed. In light of this, the EAL provision is carefully reviewed and evaluated to ensure comprehensive and inclusive provision.

RESPONSIBILITIES

In Senior House, EAL provision is the responsibility of the Deputy Head (Academic) and in the Prep Department it is the responsibility of the Head of Prep. They will ensure that the EAL register is updated and accurate, that sufficient provision is provided for the students and that they have access to the curriculum.

TEACHING STRATEGIES

The school will develop an EAL students abilities both within the context of their subject and more generally with their English language progression. All staff are responsible for the development of the students and should be aware of the needs of individual learners and plan their teaching in accordance of those needs.

This may take the form of:

- Differentiated materials
- Scaffolding use of language, particularly in longer writing tasks
- Modelling answers and good use of language
- Encouraging use of electronic devices for the purpose of translation and research
- Helping to explain English idioms and phrases that may not translate directly
- The use of in-class support
- IEP if required
- Identification of key language and key words
- The use of visuals to support language



- Opportunities are provided for speaking and listening

The EYFS helps students learning English as an additional language by:

- Building on student's experience of language at home and in the wider community, so that their developing use of English and of other languages support one another
- Providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults
- Providing scaffolded support to extend vocabulary