



**English as an Additional Language Policy**  
**Preparatory School including Early Years Foundation Stage**

**Rationale**

Learners who have English as an Additional Language (EAL) are considered those who have a home language other than English and who are in the process of learning to use English as an additional language for educational purposes. These pupils may start school in Early Years Foundation Stage (EYFS) or higher up in the Prep School. The aim of this policy is to show the steps taken at EHS to provide for pupils' educational and pastoral needs in relation to EAL.

EHS is greatly enriched by the diversity of ethnicity, culture and language of its pupils and aims to ensure equality of access to the curriculum.

**Linked policies**

Curriculum Policy

Safeguarding Policy

Equal Opportunities Policy

Personal, Social, Health, Economic (PSHE)/Personal, Social, Emotional Development (PSED) Policy and Procedures

Admissions Policy

Anti-Bullying Policy

Special Education Needs and Disability (SEND) Policy

**Objectives**

- To create a welcoming and supportive environment, which encourages EAL pupils to participate fully in all areas of school life.
- To support pupils for whom English is not a first language.
- To value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils.
- To develop the oral and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum.
- To ensure that strategies are put in place to enable pupils to access the curriculum across all subjects.
- To maximise the potential of pupils with EAL in all areas of school.
- To enable pupils with EAL eventually to use English effectively and clearly for a range of audience and purpose.
- To fully conform to guidelines outlined in the 1998 Education Reform Act and Equality Act 2010 as well as the Special Education Needs (SEN) Code of Practice.

**Success Criteria**

A successful policy will ensure the methodology is implemented and pupils are making good, age-related and individual progress. Pupils will be contributing to and involving themselves in the wider curriculum and feel safe and happy in school.

## Methodology

### 1. Implementation

Identification and Assessment: Information on potential EAL pupils, including age, first language, level of English, whether they have been speaking English at another setting, any special interests or abilities is normally obtained by the Admissions Department in advance of the child's arrival at school.

The child's grasp of spoken English will also become clear at the Pre-Admission Visit or Assessment prior to the child being offered a place. This allows for an idea of potential and might be gauged by hearing the child speaking in their first language giving an indication of fluency. Assessment results will also be used.

If the child joins the school Staff will be made aware of the child's needs and will meet with the Special Education Needs Co-ordinator (SENCO) in Prep or Westbourne for advice. We endeavour to ensure that all lessons are varied and challenging, encourage active learning and ensure that tasks and resources are appropriately differentiated whether in EYFS or Prep.

If at any stage it becomes apparent that a pupil requires additional EAL input, every effort will be made to ensure that this need is met which may involve contacting parents to suggest the involvement of an EAL Tutor for one-to-one support. This will be an out of school arrangement. A sixth former who speaks the same language may also be able to help in school with some language work. Progress will be monitored both formally and informally by SENCO, form teacher and Deputy Head Academic.

Teaching and Learning - As part of their planning teachers should

- Set clear objectives
- Identify the language and vocabulary demands of the lesson.
- Use visual materials including posters, pictures, artefacts and demonstration where possible.
- Plan differentiated activities matched to the needs of the EAL pupils in addition to all others.
- Identify opportunities for pupils to access ICT which may reinforce learning.
- Identify opportunities for paired or group collaborative work which involves purposeful talk and active participation.
- Provide opportunities for children to engage in speaking and listening activities in English.
- Use writing frames and sentence starters.
- Make use of drama and role play.
- Note that EAL learners require a particularly interactive approach which is not completely language based.
- Remember that some EAL learners are shy or may lack the confidence to speak English in class so pairing them with a 'talk' partner may encourage them to participate.
- Use repetition and alternative phrasing to support language development.
- Model different uses of language.
- Provide positive feedback and praise on accurate use of language.
- Provide opportunities to talk before writing.

### EYFS

- Play and learning resources in Westbourne are provided to reflect the children's cultural identities positively. These include books in other languages, jigsaws, role play equipment such as food items, cooking utensils and dolls.
- The children have opportunity to learn about a range of festivals reflecting many cultures.

- The children are encouraged to bring artefacts from home linked to celebrations they have at home.
- Language development is enhanced through the use of stories and rhymes.
- Books and puppets are used for storytelling.
- Musical activities are used on a regular basis to promote language development.

Observation is fundamental to good practice and to ensure that each individual is progressing and the next steps of learning are appropriate. Staff will refer to the EYFS SENCO if they have any concerns.

Special Educational Needs - Most children for whom English is an additional language do not have a Special Educational Need. However, the child will have access to the school's SEN provision if a need is identified.

Able, Gifted and Talented - At EHS we recognise that pupils for whom English is an additional language may well be able gifted and talented.

The school endeavours to ensure that all pupils are fully integrated into the life of the school where safety permits. We are also aware that parents may not be fluent in English either and that any communication with home is clear to foster a good partnership and help parents understand how they can support their children at home, especially by continuing the development of their first language.

As a school we celebrate the range of languages children are able to speak and understand.

## 2. Monitoring

Progress is monitored by EYFS SENCO in Westbourne, Director of Learning Support (SENCO) in Prep with subject teachers, form teachers, Deputy Head Academic and Head of Prep.

Pupils who have EAL should be identified and staff informed prior to the pupil joining EHS so that provision can be in place. All staff are responsible for meeting the needs of the pupil. Classroom staff should support students providing a safe and stable learning environment, and differentiate work to the best of their ability and to alert SENCOs of any specific concerns.

## Evaluation

Pupil progress is regularly assessed and monitored with appropriate changes being made after staff / pupil/ parent consultation where necessary.

## Review

The policy is reviewed every two years by the EYFS SENCO and Director of Learning Support

Signed by the Headmistress CA McLacro

Signed by the Head of Prep Sally Hatley

Approved by Council Approved by School Council

Date 3/5/22 Date 3/5/22

Review: Summer 2024