



HEADINGTON

PREPARATORY SCHOOL • OXFORD

Prep School EAL Policy

Including EYFS

Reviewed by:	Head of Learning Development/SENCO
Date of last Review	September 2023
Next Review Date:	In line with legislative updates

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Definition

A third of our children speak more than one language, and there are around 30 languages spoken in this school. We celebrate the diversity of our students' cultural heritage – our EAL students are integral to the inclusive nature of our community; they teach us about other cultures and are celebrated as individuals. This diversity in language means a number of our children have particular learning and assessment requirements, linked to their progress in learning English as an additional language (EAL).

English as an additional language

A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English (DfE Schools, Pupils and their Characteristics July 2020).

Aim

To meet the full range of needs and promote equality of integration, access and opportunity for all learners for whom English is an additional language; in order to maximise potential.

Objectives

- To develop the pupil's knowledge and appreciation of the English language with the aim of bringing it up to the standard of their peer group.
- To communicate effectively with all staff to ensure they are aware of all pupils who have EAL needs and the extent of the help they require in class.
- To maintain an up to date register of pupils with EAL.
- To provide support in-class and through 1:1 and group lessons to EAL pupils as their needs demand.
- To encourage staff and parents to continue to use and value the child's home language as a way of developing learning and understanding and bridging their learning at school with the experience at home.
- To give newly arrived pupils time to become familiar with the school and be aware that there may be a 'silent period' when pupils new to English understand more English than they use.

Organisation

Whilst immersing pupils in the classroom can make a significant and rapid difference, pupils who are at the early stages of speaking English may be initially withdrawn for 1:1 or small group language lessons or supported in class. More advanced learners of EAL are generally supported in the classroom, by the teacher and/or learning assistant.

It is important to be alert to the fact that EAL needs may surface as more competent pupils progress in their education. It is also the case that many will have no language support needs during their time at the school.

In order to ensure that we maximise EAL pupils' access to the curriculum, staff employ the following strategies as appropriate:

- EAL pupils are made to feel welcome, secure and valued.
- Teachers ensure that EAL pupils develop their vocabulary and sentence structure by providing a range of speaking and listening activities. Pupils have access to staff and peer models of English spoken language.
- Effective opportunities for talking are provided, and talking is used to support writing.
- Additional verbal support is provided in-class as appropriate, e.g. repetition, modelling, peer support.

- On occasions when specific difficulties and misconceptions arise, individual support may be provided by the teacher or learning assistant, either before, during or after the main lesson.
- Technology is used where appropriate, to enhance understanding introducing translations from the pupil's home language where appropriate.
- Teachers ensure that the meaning of key words and technical terms is made explicit.
- Teachers explain how speaking and writing in English are structured for different purposes. Key features of different genres are identified.
- Pupils' understanding is facilitated and developed by strategies including the following : use of gestures, signing and objects, practical activities; short and simple instructions; multisensory support e.g films/videos, pictures, posters, photographs, concept maps and charts, visual timetables, multi-lingual instruction/vocabulary mats, word banks, 'survival' fans (e.g I need the toilet); displaying key vocabulary; pre-teaching, consistent use of key words/phrases, scaffolded writing e.g close text.
- Close liaison with parents is maintained.
- In EYFS, classroom displays incorporate writing in children's home languages, and opportunities are offered for children to use their home language.
- Where practical and possible, teachers will incorporate vocabulary from a pupil's home language into the classroom, especially when a pupil is at the early stages of learning English so that their developing uses of English and other languages support one another.
- "Buddies" can be put in place to help the EAL pupil during their first few weeks in school.
- Creating opportunities for pupils with EAL to work with peers who can provide good models of English.

Special Educational Needs and Gifted and Talented Pupils

A clear distinction is made between EAL and Special Educational Needs and Disabilities/Learning Difficulties and (SEND). Where appropriate, the child's skills in the home language are explored with parents to establish whether there is a concern about language delay or SEND. Most EAL pupils do not have SEND or learning difficulties. However, should these be identified, EAL pupils have equal access to the school's SEND and learning support provision. Similarly, EAL children identified as Gifted and Talented have equal access to the school's provision.

Assessment

We are aware of the importance of understanding an EAL pupil's starting point in English, in order that appropriate language support can be put in place.

- The language level of individual EAL pupils is monitored, and where appropriate, assessed on their entry to the school, using a combination of teacher observation and appropriate assessment tools.
- More advanced learners in English are assessed in the same way as their monolingual peers.
- The progress of EAL pupils is tracked and assessment results analysed in order to evaluate their progress as individuals and in comparison with their peers.
- Pupils are categorised as EAL Fluent (their level of English does not stand in the way of their learning) or EAL support (their level of English may be hindering their learning and/or access to the curriculum).

Resources

The school library holds a wide range of fact and fiction books which represent and celebrate cultural diversity, together with a selection of books in other languages other than English.

Resources available on the Learning Development Team Drive including:

- General Guidance for Making a Pupil Feel Welcome
- Welcome Checklist For New Arrivals
- Vocabulary for Beginners
- Strategies for Teaching Beginners in the Classroom
- Strategies for pupils with EAL

Online Resources

- The Great Ideas page on the Bell Foundation website – <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
- Dual-language resources for bilingual children and parents for the multi-lingual classroom. Bilingual books for children – <http://www.mantralingua.com/>
- British Council resources – <https://learnenglishkids.britishcouncil.org/>

Links to other policies

- Prep School Stretch & Challenge Policy
- Prep School Teaching & Learning Policy
- Prep School Learning Support and SEND Policy including EYFS
- Equality, Diversity and Inclusion Policy
- Prep School Equal Opportunities Policy including EYFS