

Whole School English as an Additional Language (EAL) Policy including EYFS and Boarding

Objectives:

The aims of this policy are to promote good practice in our management of pupils for whom English is not their first language i.e. those for whom English is not their first language spoken at home and who are in the process of learning to use English as an additional language for educational purposes. We aim to provide them with linguistic support across all areas of the curriculum as necessary and to offer them any additional welfare support that they may need as a result of their background. The school is flexible and open to applications from prospective pupils from any ethnic or national background.

The School is committed to making appropriate provision for the teaching and learning and the overall well-being/pastoral care of pupils for whom English is an Additional Language (EAL). The School will identify individual pupils' needs, recognise the skills they bring to School and ensure equality of access to the curriculum and co-curricular activities. All teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for the language development of EAL pupils. Having a home language other than English is not considered a learning difficulty, but the School recognises that a child who has EAL may also have Special Educational Needs and Disability (SEND) needs. Lack of English does not equate to a lack of knowledge, skills or understanding.

Aims:

We aim to ensure that pupils who have English as an additional language will:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures

We also recognise that EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers.

As a school we will:

- Ensure all teaching staff are informed when a pupil on the EAL register is in one of their classes
- Recognise the importance of the role of parents and the need to communicate with parents in their first language where appropriate and possible
- Value the first language by providing a range of notices, posters, labels and dual language texts in the first language where appropriate
- Provide appropriate cultural resources where possible celebrating language and cultural differences
- Ensure that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Differentiate in the planning of lessons
- Make staff aware that although pupils become conversationally fluent in two years it may take several more years for them to become fluent writers.
- Provide additional learning support for EAL outside of normal lesson times where appropriate
- Provide access to statutory assessments making full use of special/access arrangements
- Provide appropriate funding for resources and training of staff
- Attend to the overall welfare and well-being of pupils on the EAL register and liaise with the School's pastoral staff in the event of concerns arising.

updated September 2018

To be revised July 2019