

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (EAL)

*Our mission is to develop happy, confident and successful children
who are well prepared for their future.*

Reviewed by Joanna Byron, Head of Learning Support	8 th August 2024
Reviewed by Cathy Busfield, Deputy Head Academics	4 th October 2024
Reviewed by Mark Brain, Headteacher	4 th October 2024

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage.

Definition of EAL 'English as an additional language' is defined as applying to all pupils for whom English is not their first language/one of their first languages (if bilingual). The EAL Policy is to ensure that language does not become a restrictive factor in a pupil's education at, and integration into, Westbrook Hay School.

AIMS OF EAL PROVISION AT WESTBROOK HAY SCHOOL:

- To identify who is EAL, and then determine if dedicated EAL teaching support is required, or if academic staff – in their normal teaching provision – can provide all necessary support.
- To use EAL teaching support to bring pupils' comprehension and application of the English language up to a standard which enables them to access the curriculum.
- To support integration into the wider life of the school.
- To communicate effectively with all staff to ensure they are aware of all students who have EAL, and those who attend support lessons.
- To advise the Admissions Department where there is any discussion about whether a prospective pupil's level of English would prevent them from accessing the curriculum.
- To provide specialist 1-1 teaching where appropriate.

RESPONSIBILITY FOR COORDINATING AND MONITORING EAL:

EAL support needs are identified at point of entry into the school or at any point during the child's time here. The Head of Learning Support has responsibility for coordinating provision and monitoring progress of our EAL learners. For the majority of their time at school, our EAL pupils will be integrated in all the same classes as our native speaking English pupils. Everyone in the school is therefore responsible for helping our EAL children become more fluent in English.

DURING LESSONS TEACHERS WILL:

- Show differentiated work in their planning.
- Have high expectations, expect pupils to contribute and give more than single word answers.
- EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- Recognise that EAL pupils need more time to process answers.
- Allow children to use their mother tongue to explore concepts.
- Give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained).
- Use groups to ensure that EAL children hear good models of English; Use collaborative group activities.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.
- Ensure that teaching rooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.

ARRANGEMENTS FOR COORDINATING PROVISION:

Private Tutors with a specialist EAL qualification and/or experience are available to teach EAL pupils on an individual basis, or for in class support when required.

This is arranged for pupils by the Head of Learning Support, through consultation with parents and teachers. A programme of support is put in place and reviewed termly. The cost of 1:1 EAL tuition is covered by the parent. The number of lessons offered a week varies for each individual, depending on need.

SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED PUPILS:

The school recognises that most EAL children needing additional support do not have SEN needs. However, should SEN needs be identified; EAL children will have equal access to the school's SEN provision. Please see [Inclusion Policy for Pupils with Special Educational Needs](#) Equally if EAL pupils are deemed Gifted and/or Talented, they will have the same opportunities as any other Gifted or Talented pupil within the school.