



Policy for Pupils with English as an Additional Language (EAL)

Person responsible	EAL Co-ordinator Academic Deputy Head
Last update	Sept 2018
Frequency of Review	Annual
Date of last review	Sept 2018
Date of next review	Sept 2019

This policy applies to the EYFS (Reception Class), Key Stage 1 and Key Stage 2 at Bute House Preparatory School.

Aim

The aim of this policy is to set out the philosophical approach and practical provision for pupils at Bute House Preparatory School who have English as an Additional Language (EAL).

Philosophy of Approach

Bute House recognises that a diversity of languages brings a richness to life at the school. Linguistic and cultural diversity are valued by everyone. It is the aim of the whole school community to value the home languages spoken by pupils at the School. Pupils at Bute House are encouraged to become confident language users and to explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically

Definition of Pupils who have EAL

Pupils will be deemed to have English as an Additional Language if they speak one or more other languages to English at home, for whom English is the secondary language spoken by one or both parents and a language other than English is the main language spoken at home.

Objectives:

To ensure all pupils who have English as an additional language can access the curriculum

To enable pupils with EAL to achieve a command of English which is commensurate with that of pupils for whom English is their first language so that they can communicate effectively in written and spoken forms

To ensure that all staff are aware of pupils with EAL and to understand they have responsibility to ensure that they support the language development of these pupils

To recognise that learning English for those who have EAL may present a challenge to access to the curriculum. However, the School is committed to ensuring that **a child must not be regarded as having a learning difficulty solely because the language or form of language at home is different from the language in which she will be taught.**

To foster and develop a supportive atmosphere for all pupils with particular recognition of some of the challenges faced for pupils for whom English is their second or additional language.

The Role of the English as an Additional Language Coordinator.

To keep a register of pupils who have EAL. This is updated annually using information gained from Data Forms submitted by parents at the beginning of each academic year.

To remind all staff to access this data which is stored centrally on Teacherlink in order that they are aware of which pupils they teach have EAL in order to provide appropriately for them.

To monitor the progression of pupils who have EAL through data stored centrally and in conjunction with the Assessment Coordinator and to report on progress of these pupils to the Academic Deputy Head.

To attend Pupil Progress Meetings. Pupils who have EAL are monitored at the Pupil Progress Meetings which are held regularly and are attended by all staff who teach the pupils in that year group in order to ensure that progress of these pupils is in line with their abilities and predicted attainment levels.

To maintain a library of resources for staff to use to support pupils who have EAL.

To talk to staff to ensure that opportunities are provided for pupils who have EAL to share their home languages in school in learning and in play.

To welcome parents who have EAL into school and ensure that all communication from the School is understood by them.

To communicate with parents and involve them in their daughter's learning, making them aware of the additional provision their daughter is receiving

To promote a multi-cultural understanding in school

To inform parents that their daughter has been placed on the EAL Register

Identification and Parental Links

Parents are asked to inform the school of any additional languages spoken by their daughter on entry to school through the Pupil Data Form. The Pupil Data Form is updated annually by parents.

Parents are asked to provide specific details on the competence of any additional languages spoken at home on the "Languages Information Form" included in their New Starter Pack.

Parents are informed by the EAL Coordinator that their daughter has been placed on the EAL Register.

The teacher concerned will inform parents when their daughters are attending small group sessions for additional EAL support.

Parents may request a meeting with these small group EAL teachers. Teachers of these small groups will inform the Form Teacher or English teacher of the pupils' progress in these sessions and they can also report on this aspect to parents at Parents' Evenings.

EAL Support

Whilst the School recognises that the requirement for support in English will vary from pupil to pupil, we believe it is essential for provision to be in place to support those who have EAL.

The School will:

- Sufficiently challenge and support pupils with EAL so they can reach their potential
- Offer a curriculum that is relevant and sensitive
- Ensure that support takes account of pupils at various stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills

- Make provision for pupils with EAL in class through differentiation; this is indicated on planning so can be monitored by the EAL Coordinator and Academic Deputy Head.
- Provide additional small group work opportunities or support during the lessons through allocating members of staff to lead these groups.
- Provide staff with the opportunity to speak to the teachers of the small groups in order that they prepare the girls who have EAL in advance of a lesson which the teacher judges contains an unusually high level of unusual or subject specific vocabulary so that can access the content of the lesson more easily.