



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

<b>Person responsible</b>	<b>EAL Coordinator &amp; Academic Assistant Head</b>
<b>Last update</b>	<b>October 2023</b>
<b>Frequency of Review</b>	<b>Annual</b>
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<b>Date of next review by Governors</b>	<b>November 2024</b>

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).

This policy has been prepared to meet the School's responsibilities under the following: ISSR, EYFS, Education and Skills Act 2008, Children Act 1989, Childcare Act 2006, Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR); and the Equality Act 2010.

## 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 with English as an Additional Language are children who are exposed to a language at home that is known or believed to be other than English. Depending on each individual child and their context, EAL children may:

- speak one or more languages other than English at home;
- speak a language other than English as their main language at home; and/ or
- have English spoken as a secondary language by one or both parents.

## Objectives:

To implement school-wide strategies to ensure that all pupils who have English as an additional language can access the curriculum and have the opportunity to learn and make progress.

To help EAL pupils to become confident and fluent in English in order to be able to fulfil their potential.

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

To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.

To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.

To recognise that whilst learning English for EAL pupils may present a challenge, a child must not be regarded as having a learning difficulty solely because they are EAL.

If the School has reason to suspect that a pupil with EAL may also have special educational needs or a learning difficulty, it will take action as referred to in the School's learning enrichment policy.

To foster and develop a supportive atmosphere for all pupils with particular recognition of some of the challenges faced for EAL pupils.

To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

To promote a whole school culture of safety, equality and protection.

To provide opportunities for children in EYFS to develop and use their home language in play and learning, in order to reach a good standard in the English language.

### **The Role of the English as an Additional Language Coordinator**

To keep a register of pupils who have EAL. This register is generated using information gained from Data Forms submitted by parents upon enrolment, and is updated annually.

To work with the EAL specialist teacher and English teachers to establish an initial overall level of competence of all new pupils coming into school against the five-point scale of Proficiency in English.

To ensure that subsequent assessment is carried out by relevant teachers in order to monitor the progress of EAL pupils as they move through the school.

To schedule small group support as needed, led by EAL specialist teacher/s, outside of lessons to target specific areas for development.

To update and make the data available to all staff by storing it centrally, so that they are aware of which pupils they teach have EAL and provide appropriately for them.

To monitor the progression of pupils who have EAL through data stored centrally, feedback from Pupil Progress Meetings, and in conjunction with the Head of Assessment.

To provide all staff with advice and strategies for the support of EAL pupils inside the classroom.

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

To promote a multicultural understanding in school and ensure that opportunities are provided for pupils who have EAL to share their home languages in school, in learning and in play.

## 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 Registration Form and Pupil Data Collection Form. The Pupil Data Collection Form is updated annually by parents.

Criteria from the Registration Form, Data Collection Form, pupil interviews and teacher judgements are used by the EAL Coordinator to determine which children attend EAL groups. All EAL pupils receive targeted in class support.

Parents of children who are new to the school or receiving EAL group provision for the first time are then informed by the EAL Coordinator that, based on the data available, their daughter has been referred to receive additional English provision in small group sessions led by EAL specialist staff.

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.

Where a pupil in the EAL Whole School Profile has not been offered additional lessons upon initial assessment, but subsequent performance suggests that additional support is required, she is referred to the EAL team to be included in the registers the following term.

All pupils with EAL are monitored closely by classroom teachers and they provide feedback on their progress at termly pupil progress meetings. From these discussions it is agreed whether additional support needs to be put in place, or a pupil needs to be removed or added to an EAL group.

All data for EAL pupils is managed in accordance with the School's policies that apply to the retention and destruction of records. All personal data that parents submit is in accordance with data protection law.

## 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 teaching strategies, differentiation, curriculum planning and grouping. This is monitored by the EAL Coordinator and Academic Assistant Head.

- Provide additional small group work opportunities or support during the lessons through allocating members of staff to lead these groups.
- Ensure that the EAL specialist teacher coordinates with class teachers in order to teach high level, unusual, or subject specific vocabulary in advance of a lesson, so that pupils can access the content more easily.
- Ensure that the EAL Coordinator and EAL specialist teacher(s) regularly keep the groups up to date, discuss what each group is doing, and share good practice.
- Uphold the well-being of all pupils with EAL by referring any incidents to the Designated Safeguarding Lead and ensuring that any bullying of which the School becomes aware is dealt with in accordance with the anti-bullying policy.
- Ensure that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by the policy and have the necessary knowledge and skills to carry out their roles.
- Ensure that meaningful opportunities are provided for children in EYFS to develop and use their home language in play and learning and learn and reach a good standard in English language.

## Responsibilities

### Responsibilities of the Admissions Team:

To take the language information from the Registration form and update it on SIMS.

### Responsibilities of the EAL Coordinator

1. To review and update the Language Profiles of all pupils and share with the staff
2. To assess capacity following teacher judgement (Number of students put forward for support against number of teachers available for small group work)
3. To support the EAL specialist teacher(s) with scheduling sessions, ensuring that an appropriate booking has been made in the calendar of the rooms being used.
4. Along with the EAL specialist teacher(s), to keep registers and levels of proficiency up to date
5. To ensure that the EAL policy is up to date

### Responsibility of the English and Form Teachers

1. To carry out initial judgements and ongoing reviews of pupils in the EAL register
2. To advise the EAL Coordinator of pupils to be receiving additional support outside of lessons
3. To pass on information regarding EAL pupils in 'handover meetings' at the end of the year

## **Responsibilities of the teacher in charge of the small group EAL sessions:**

1. To assist the EAL Coordinator in the initial assessment process carried out in the Autumn Term
2. To liaise with English teachers to agree on areas of development to be targeted during small group work
3. To plan accordingly and store plans and materials centrally
4. To book equipment such as iPads or laptops as needed

## **Responsibilities of the Governing Body:**

The Governing Body, as the proprietor of the School, has overall responsibility for all matters which are the subject of this policy.