



English as an Additional Language (EAL) Policy

This policy also applies to the Early Years' Foundation Stage and Education (Independent School Standards) Regulations 2014

Aims and Objectives

EAL provision is available, in principle, to all pupils whose first language is not English. In practice, many EAL pupils will neither need nor want language support. Additionally, the school's ability to help individual pupils may be restricted by either available resources or timetable considerations.

Subject to the above we aim to:

- Assess the linguistic level of international pupils applying to the school;
- Assess the proficiency in English of all EAL pupils new to the school and communicate this to the whole staff, together with any other relevant information;
- Support EAL pupils in specific subjects they are having difficulty with where practical.
- Support EAL pupils with more general study skills including recognition of key vocabulary, understanding of instructions and producing acceptable academic writing in the context of specific subjects.

Very close informal links are kept with all subject departments and the SENCO. We regularly discuss individual pupils and their academic needs with subject teachers in order to make support lessons as relevant and useful as possible.

EYFS Only

EAL girls in Reception may express themselves in whatever language they choose when playing, and may talk to themselves (such as when working out numeracy questions) in any language they choose.

Identifying EAL pupils who may need academic help

This is done either in advance of a pupil's arrival on the basis of reports, test results or via other methods such as interviews or in response to a request from a pupil or their parents; or in response to a request by a pupil's teacher.

English as an Additional Language (EAL) is not considered a Special Education Need, though differentiated work and individual learning opportunities may be required for children who are learning EAL.

Welfare

The SENCO will liaise with the Deputy Head to oversee that welfare needs related to school life resulting from a pupil's EAL status are monitored and, where appropriate, steps are taken to support any EAL pupil with welfare needs.

Methodology

This is flexible, taking into account the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities, different linguistic needs, and the different dynamics of class, small group and individual teaching. We do our best to make our lessons contain pace, variety and challenge, encourage active learning by our pupils and ensure they are appropriately differentiated.

A pupil with EAL will be supported within lessons but also may receive one to one tuition by a qualified EAL teacher, or small group booster support. Lessons with a language teacher may incur tuition fees payable by the pupil's parents if agreed in advance that she will require this support.



Assessment and reporting

The progress of pupils with EAL is monitored by the SENCO (though EAL is not an SEN).

This policy should be read in conjunction with the school's SEN Policy.