



Broomwood Hall School Limited Northcote Lodge School Ltd

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Broomwood Prep – Boys, Girls & Pre-Prep

Policy Summary

This policy outlines Broomwood’s approach towards identifying and meeting the needs of children who have English as an additional language. Broomwood recognise that pupils come from diverse linguistic, cultural and educational backgrounds. Pupils with English as an additional Language (EAL) and those who are bilingual are identified on our EAL Register so that teachers are aware of their language backgrounds and we can carefully monitor their fluency in English. We believe that the majority of the learning for EAL and bilingual pupils should be catered for within the classroom environment and teachers are supported to enable this. **EAL children will need varying levels of provision so that they can access all aspects of the curriculum.**

Definition

EAL refers to:

- *a child whose first language is not English;*
- a child who is fully bilingual;
- children at different stages of learning English.

EAL pupils may be:

- newly arrived from a foreign country and school;
- newly arrived from a foreign country, from an English speaking school;
- born abroad, but moved to the UK at some point before starting school;
- born in the UK, but in a family where the main language is not English;
- seeking Asylum or have refugee status.

Status: Published

Aims:

- promote equality of opportunity for all learners for whom English is an additional language;
- deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language;
- immerse children in a broad, rich curriculum so that all children learn to speak, read and write to a high standard;
- provide a school environment that welcomes and respects all pupils;
- integrate EAL children into the school whilst valuing diversity through the school structure, pastoral care, SMSC provision and overall ethos;
- celebrate bilingualism as a positive and life-enriching asset;
- equip EAL learners to make the best progress within a whole school context, where children are educated with their peers.

Provisions:

- showing an inclusive approach towards linguistic and cultural diversity by modelling respectful behaviour and encouraging children to follow the school values;
- promoting confidence in English through quality first provision, including use of visuals and other strategies to support children's access to the curriculum;
- providing pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate;
- helping EAL pupils build confidence and fluency in listening, speaking, reading and writing in English through group work and scaffolded learning;
- grouping children carefully to support modelling of English language and build communication skills;
- celebrating each child's strengths and acknowledging the time it takes to become fluent in an additional language through positive reinforcement and communication;
- collaborating with parents and prospective parents to support their child's linguistic development;
- providing all staff with access to professional development opportunities to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners;
- support with and encourage children to use supportive technology for literacy skills;
- support with and encourage use of bilingual dictionaries and translation software where relevant to help ensure that any limited proficiency in English will not be a barrier to understanding wider subject knowledge.

Document Control

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Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. At entry point, we will assess children's use of language through:

- Information from the admissions form;
- Information from parents/guardians;
- Information from initial assessments and observations
- Information from the previous school.

Ongoing assessment is undertaken as a partnership between the class teacher (Pre-Prep), English teacher (Preps), Head of Phase, Head of Learning Support, parents/guardians and pupil. Termly progress tracking, including language acquisition, will be carried out and any changes to the child's EAL classification will be updated on the EAL register.

EAL pupils will be included in each of the school's support processes and provision where relevant to their learning targets. This provision will be guided by the Head of Learning Support. Targets may be given in the form of ILPs / IEPs where appropriate and these will be personalised, time limited and monitored. In assessment of EAL children, competence in English is categorised on a five-point scale using the Department for Education's EAL classification codes:

- **A: New to English:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
- **B: Early acquisition:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
- **C: Developing competence:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
- **D: Competent:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
- **E: Fluent:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
- **N: Not Yet Assessed** is also available for use where the school has not yet had time to assess proficiency.

Learning Support Provision of learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. School resources, including books in the library and equipment in the Early Years will reflect cultural diversity. Teachers have responsibility for ensuring that children can access their learning and will be guided as to how best support children with English as an Additional Language by the Head of Learning Support.

Monitoring and Recording

It is the responsibility of the class teacher (with the support of the Head of Learning Support and assistance of Teaching Assistants) to maintain up to date records of EAL children in their class whilst they are in their care. The Head of Learning Support collates information, maintains a register of EAL children (identifying stages) and works with the academic team to track pupil progress.

Special Educational Needs and Differentiation

Some EAL children may have a special educational need and in such cases children will have equal access to school SEND provision, in addition to EAL support. EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

Children Unaccompanied Asylum Seeking Children (UASC)

Those children from asylum seeking/ refugee families, who have been financially supported to attend Broomwood, are identified and provided with additional support, including counselling and liaison with the local authority and social services, where deemed necessary.

Communication

Teachers will communicate with parents on a regular basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children. Where confidential information is being discussed a professional interpreter will be used. This will also apply to multi-agency meetings.

LINKS WITH OTHER POLICIES

This policy links closely with the following policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Equal Opportunities Policy
- Learning Support Policy
- SMSC Policy