

Belmont Mill Hill Preparatory School



English as an Additional Language Policy

Rationale

It is our belief that all teachers are responsible for assisting EAL pupils in their language development. Activities which allow EAL pupils to work on tasks with peers who have English as a first language will enhance their language and social development.

Aims

Our main aim is for all EAL children to become confident in listening, speaking, reading and writing so that they can access the curriculum and communicate effectively with peers and adults.

We will identify individual pupil's needs; recognise the skills he/she brings to school and ensure that he/she is able to access the curriculum to the best of his/her ability. We take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. We ensure no pupil is discriminated against, contrary to Part 6 of the Equality Act 2010.

All teaching and support to pupils with EAL does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils which are reviewed on a regular basis.

The Context of the School

In 2016:

36 languages are spoken at this school.

25% of pupils have a home language in addition to English. A third of these pupils speak this language at home.

23 pupils are identified as needing EAL support. All of these pupils have competent English language levels to access the curriculum and can therefore be supported through the class teacher, although, EAL specialist support is also provided.

2 of the pupils arrived at the start of the year with intermediate to upper-intermediate level English and require a number of discrete EAL classes, as do 2 students who arrived in 2014 with Elementary English.

2 of the EAL students have additional learning needs and are also supported through the SEN Department.

Key Principles

- Language develops best when it is used in purposeful contexts across the curriculum.
- The main aim of EAL specialist support is to improve and extend the EAL learners' competence in English language so that they are able to access the curriculum across all subjects.
- Effective use of language is crucial to the teaching and learning of every subject.

- The language demands of learning tasks need to be identified and planned for. Attention should be given both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- A distinction is made between EAL and Special Educational Needs.

Monitoring and Assessment

- An initial identification of a pupil's additional language has been put in place through the admissions procedure.
- An initial assessment of an EAL pupil's ability in English is made when he/she enters the school.
- Information is gathered about:
 - the pupil's linguistic background and competence in other languages
 - the pupil's previous educational and schooling experience
 - the pupil's family and biographical background.
- All identified 'Learners of English' who have not been schooled in the UK or have been schooled in the UK for a limited number of years, are assessed in Reading, Writing, Speaking and Listening within their first half term at the school.
- Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils.
- Staff have regular liaison to discuss pupil progress, needs and targets.
- The school ensures that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

Teaching and Learning

- Beginner EAL learners follow a programme of study which lasts approximately twelve weeks. It covers basic tenses and lexical sets which are most useful for accessing the curriculum and effective participation in everyday contexts.
- Non-beginner EAL pupils' needs are met through a combination of discrete EAL classes and in-class support. Subject specialist support is also provided through scaffolded tasks, recapping and extension activities.
- Extra EAL Reading support is offered.
- EAL Homework support is offered as part of the Extra-curricular Activities Programme for both Lower and Upper School.
- Phonology and pronunciation practice is provided through the Extra-curricular Activities Programme
- Class teachers support EAL pupils by differentiated opportunities which are indicated on short-term plans/ in teachers' planners.
- Staff use support strategies to ensure curriculum access through the following methods:
 - Collaborative group work

- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support e.g. repetition, alternative phrasing, peer support
- Additional visual support, e.g. objects, pictures, demonstration etc.
- Bilingual resources if required e.g. dictionaries, on-line support, bilingual staff/pupils if required, English-English dictionaries/thesauri, texts, key word lists
- Multi-media language resources
- Writing frames and scaffolds
- Discussion is provided before and during reading and writing activities
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Where possible, learning progression moves from the concrete to the abstract.

Learning Difficulties, SEN and Gifted and Talented Pupils

- Whilst the school recognises that most EAL pupils needing additional support do not have learning difficulties, should a learning difficulty be identified during assessment, EAL pupils will have equal access to the school's Learning Support provision.
- Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English. Provision is made for them to fulfil their potential.

Parents and the Wider Community

- We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.
- We take account of parents' linguistic, cultural and religious backgrounds through the admissions process and when communicating with them, by ensuring that our written and spoken communication with families is effective through the use of graded English.
- We provide an opportunity for EAL parents to discuss their children's progress each term and/or as the need arises with the EAL Coordinator.
- We provide an opportunity for EAL parents to attend an 'Informal Parents' Evening' to share good practice in supporting their children's learning needs.
- We aim to work closely with members of the wider community to support our EAL pupils.

Reviewed, September 2016
 Next Review, September 2017