



Gidea Park

PREPARATORY SCHOOL AND NURSERY

English as an Additional Language (EAL)

This policy applies to all pupils in school, including in the EYFS

Reviewed	<i>April 2020</i>
Next review	<i>April 2022</i>
Revised by	<i>Miss L King</i>
Signed off by	<i>Mrs N Molyneux</i>

1. This policy is applicable to all pupils, including those in EYFS.

Our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority.

2. Statement of Aims

Gidea Park Prep aims to make appropriate provision of teaching and resources for pupils for whom English is an additional language, and for ensuring EAL children are able to

achieve their full potential.

The school will identify individual pupil needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

3 The Context of the School

A number of different languages are spoken at Gidea Park Prep, with the majority being from the Indian sub-continent.

In the Early Years there may be language concerns as the carers for the children may be adults for whom English is not their first language. These may be grandparents of the children or parents who speak two or more languages at home.

- For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their development at home.
- If a child does not have a strong grasp of English language, our teachers will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay (EYFS Framework 2017).

4. Teaching and Learning: Planning and Differentiation:

Plans will identify the demands of the School's Curriculum and provide differentiated opportunities for EAL pupils within the classroom. Where appropriate, teachers will plan activities for individuals or groups of children with EAL.

- Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, uses of language or forms of text
- Classroom activities will be carefully structured and focused
- Classroom activities will have clear learning objectives and appropriate support and resources will be deployed to ensure that pupils are able to participate in lessons
- Staff will review groupings and seating arrangements to enable EAL learners to have some access to strong English language peer models.
- Staff will not assume there is a Literacy problem without first considering if the child has EAL issues.

5. Teaching and Learning: Strategies

Teaching staff will use the following support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models for speaking, reading and writing
- Additional verbal support - repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Writing frames
- Opportunities for role play
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract where necessary
- Further support for pupils' language development will be provided outside the formal curriculum, e.g. in assemblies, school clubs etc.

6 Teaching and Learning: Planning, Monitoring and Evaluation

In order to provide appropriate support for EAL pupils in the classroom, teachers gather information about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background - staff regularly observe, assess and record information about pupils' developing use of language. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils.

7. Teaching and Learning: Assessment and Record Keeping

Gidea Park Prep will ensure that all EAL pupils have access to assessments, making full use of special arrangements including first language assessment/support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school will analyse EAL/Ethnic Minority pupil achievement and evaluate the effectiveness of additional support provided in terms of pupil progress.

8. Specific Learning Intervention

We believe that all children learn best with the rest of their form in the classroom. However, if a pupil needs specific intervention to support the development of their English skills, then the SENCo will become involved. (NB: The SENCo is responsible for all specific interventions - this does not imply that the EAL pupil is considered SEND).

An individual learning profile will be completed and termly targets will be set for the pupil. The following paperwork will be completed:

- A **One Plan** is used for children with a high level of need for additional support. This document also identifies what is currently working for the child and what needs to be changed. It is completed with the child, the parent and the child's teachers, and acts as a guide for setting targets throughout the year. The document will be reviewed regularly throughout the year and may be adjusted and/or re-written depending upon the child's progress.
- An **Individual Support Plan** is produced which details how the targets will be met, through which intervention, who will conduct the intervention and how regularly.
- Annually a one-page **Pupil Profile** is also produced for all teachers. This reflects the child's interests and personality as well as giving specific strategies which help the child in the wider school environment as well as in the classroom.

9. Special Educational Needs and Able and Talented Pupils

The school recognises that EAL pupils needing additional support do not necessarily have SEND needs.

However, should SEND needs be identified during assessment, EAL pupils will have equal access to school SEND provision.

Similarly, the school recognises that there may be EAL pupils who are able or talented even though they may not be fully fluent in English.

10. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school, including those with EAL. In particular;

- We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers
- We also aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English
- Please refer to our Equal Opportunities policy to find out more.

11. Data Protection

At Gidea Park Prep we are committed to establishing a safe and respectful environment where we engage with parents, employees and pupils honestly, openly and with full regard to the law.

All personal information within School should be handled fairly, lawfully, securely and responsibly. Specifically regarding EAL:

- A record of all EAL pupils is held on an EAL register which details the pupil's name

and first language. This record is held securely and shared only with teaching staff.

- The form teacher records all necessary information (point 7 above) to facilitate the appropriate teaching and learning for EAL pupils. Again such information is either locked away or held on our secure database with restricted access.

12. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's Complaints Policy and Procedure.