



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

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1.1 Policy Statement

Chandlings is enriched with a significant number of pupils and staff from a wide range of countries. We recognise that children may be bilingual/trilingual or be developing English as an Additional Language (EAL). Current records show that there are 22 languages spoken at the school. The School encourages pupils to take pride in their family's background, valuing their home languages, and they are encouraged to gain qualifications in such languages. The School recognises that some pupils attend outside institutions on a Saturday to learn languages, like their local mosque to learn Classical Arabic, for example.

Ethnicity and the percentage of EAL pupils (both Advanced EAL learners and those who receive specialist EAL support) are monitored every year.

Chandlings is committed to providing opportunities for all pupils to learn and make progress in all areas of education. The EAL policy advocates inclusion in the curriculum and specific EAL provision enables pupils to develop their speaking, listening and writing skills in English.

1.2 The School Aims *(as taken from the SEN and Disability Policy):*

- To provide a warm, happy, family atmosphere ensuring that all children are valued and cared for.
- To provide a strong educational foundation through a broad, well-balanced curriculum with high academic standards.
- To provide high quality, challenging teaching that motivates children to learn and fosters a love of learning.
- To provide small classes ensuring good progress, individual attention and support.
- To help children develop high expectations and a positive attitude.
- To develop children's strengths and their sense of achievement and self-worth.
- To develop courteous, considerate children.
- To celebrate hard work and effort.
- To provide equality of educational opportunity.
- To provide an environment whereby pupils have their needs identified in order to support progression and well-being.
- To provide differentiated teaching and learning opportunities, extra support or additional resources, where appropriate.

- To provide high quality teaching to support the needs of the children with SEND*.

*At Chandlings, EAL is not regarded as a Special Educational Need; however, there are occasions where they overlap.

1.3 Legislation

Chandlings is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the Equality Act 2010.

2. Key Personnel

The EAL Coordinator is Mrs Helen Pardo and Head of Learning Support is Mrs Ginnie Davis.

3. Review and Development

3.1 Procedure

On entry, parents complete a form on which they have the option to include information regarding other languages spoken at home. We maintain a record of the children who speak another language on the Information Console and on iSAMS and we use the code EAL to identify these children as an alert for teachers and for monitoring purposes. The EAL co-ordinator is responsible for this.

3.2 Provision

In the EYFS, support for EAL children is provided as part of the Early Years Foundation Stage provision for all children. There is a language rich environment with many opportunities to learn and develop spoken English. Close monitoring of developing language skills for EAL children takes place on a regular (termly) basis. Some Reception children with EAL may also attend EAL language lessons in place of French.

In the Pre-Prep and Prep departments (Years 1 - 6) the teachers and the EAL department work together in the identification, assessment and support for children with EAL. Support may include: joining an EAL conversational group; having EAL language lessons (instead of French) or in-class support from a TA. Teachers complete a biannual assessment for EAL. Information from all curriculum areas is collated to form a profile of English language development.

Teachers may send home information about forthcoming texts or subject areas so that parents can support knowledge and understanding in the home language. Teachers will refer to the Learning Support department if there are additional barriers to learning.

4. INSET and Staff Training

- All staff attended EAL training in September 2015.
- There is regular liaison between the EAL co-ordinator/team and teachers of EAL children, to aid with planning, resources and advice. Teachers are encouraged to use a variety of teaching styles.
- The EAL co-ordinator is developing a network of local EAL co-ordinators to encourage a forum in which to share ideas and relevant concerns.

5. Links with other Policies

This policy should be read in conjunction with the following documents:

- Admissions Policy
- Assessment at Entry Policy
- SEN and Disability Policy
- Equal Opportunities and Gender Equality policy
- Accessibility Plan

6. Evaluation and Review

This document is reviewed annually by Helen Pardo, EAL Coordinator, and Ginnie Davis, Head of Learning Support, or as events or legislation require, and in addition, is subsequently checked and monitored by the School's SLT.

7. Document Information

Version Number	1.4
Reason for Version Change	Annual Review
Name of owner/author	Helen Pardo / Ginnie Davis
Name of individual/department responsible	Helen Pardo (EAL Coordinator) / Ginnie Davis, Head of Learning Support (SENCo)
Target Audience	Public
Date issued	November 2017
Where available	School website / Console
Review Date	September 2018

Appendix

The Role of the EAL Coordinator

The School recognises that an EAL Coordinator must be in post with responsibility for:

- Monitoring and reviewing the effectiveness of the EAL Policy and updating it on an annual basis as required.
- Annually, reviewing EAL provision according to the needs of the cohort. Types of resource allocation involved would include deployment of TAs and number of EAL lessons children will require.
- Maintaining good record keeping of: EAL children; provision for EAL children; progress made by EAL children (in conjunction with teachers).
- Ensuring that staff training needs in this area are met, in liaison with the Director of Studies.
- Ensuring that all colleagues are informed about the pupils who are currently identified as EAL learners.
- Ensuring that colleagues are informed about the level of support required by identified EAL learners.
- Continually liaising with the key departments to identify those EAL learners in most need of specialist support.