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

This policy refers to all of Chandlings Prep sections including EYFS

Table of Contents

1. Policy Statement…….2

1.1The School Aims……..……2

1.2 Legislation……..…….....3

2. Key Personnel……..3

3. Review and Development……...3

3.1 Procedure……3

3.2 Provision……..3

4. INSET and Staff Training……4

5. Links with other Policies…….4

6. Evaluation and Review……...5

7. Document Information……..…5

Appendix……6

1. Policy Statement

Chandlings Prep 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 more than 20 languages spoken within the Chandlings community. The school encourages pupils to take pride in their family's background and value their home languages. The School recognises that some pupils continue studying their home language(s) outside of School and the benefits of this are valued.

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

Chandlings Prep 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 communication skills, vocabulary and grammar in English.

1.1 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 Prep, EAL is not regarded as a Special Educational Need; however, there are occasions where they overlap.

1.2 Legislation

Chandlings Prep 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 give details of their child's English language level and include information about other languages that their child communicates in outside school or at home. The EAL Coordinator maintains records of the children who speak another language on the EAL staff website and on iSAMS, where we use the codes EAL or BILINGUAL to identify these children as an alert for teachers and for monitoring purposes. Our pupil information also informs staff of other languages spoken. We carry out reviews of children who have EAL and our records are regularly updated by the EAL department, who receive valued input from the relevant classroom and subject teachers.

3.2 Provision

In the Nursery, support for EAL 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. In Reception, some children with EAL may also attend specialist chargeable EAL language development sessions. These may be 1:1 or in pairs and will usually take place once or twice a week. They often take place during the MFL timetabled slot. Close monitoring of developing language skills for EAL children takes place regularly. The EAL coordinator will liaise with the Early Years staff and is on hand to provide resources and intervention. Where necessary, EAL intervention lessons can provide a consolidation of language areas covered in class.

In the Prep department (Years 1 - 6) the teachers and the EAL department work together in the identification, monitoring and support for children with EAL. Support may include: participating in a chargeable EAL language development group; having chargeable EAL language lessons (instead of another modern foreign language lesson) or receiving in-class support from an EAL specialist or Teaching Assistant. Where

necessary, EAL intervention lessons can provide a consolidation of language areas covered in class. Children who receive EAL support at Chandlings will have an individual profile of their English Language development which is updated periodically. Teachers will refer to the Learning Support department if there are additional barriers to learning.

4. INSET and Staff Training

- There is regular liaison between the EAL coordinator and classroom teachers in order to exchange information about resources and planning. Each child's needs are discussed individually. Teachers are encouraged to use a variety of teaching styles.
- The EAL Co-ordinator is a member of NALDIC (the National Subject Association for EAL) which offers resources, advice, CPD opportunities and provides links to a local sharing network of EAL practitioners.
- The EAL Co-ordinator regularly consults The Bell Foundation's EAL Programme, which shares guidance on best practice, assessment frameworks, advice, resources and training opportunities for those professionals who are supporting EAL learners.
- The EAL teacher periodically attends external professional development workshops and online courses.

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 the EAL Coordinator, and Head of Learning Support, or as events or legislation require, and in addition, is subsequently checked and monitored by the School's SLT.

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 may 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.