



**ALLEYN COURT
PREPARATORY SCHOOL**

**ENGLISH AS AN ADDITIONAL
LANGUAGE POLICY**

Including EYFS

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English as an Additional Language (EAL) Policy

At Alleyn Court, we are aware that bilingualism is a strength and that English as an Additional Language (EAL) pupils have a valuable contribution to make. We take a whole school approach as part of our school aims, curriculum provision and education against racism to promote language awareness.

1. THE PURPOSE OF THIS EAL POLICY.

This policy aims to raise awareness of the school's approach and responsibility with regards to EAL learning. It highlights the support, planning, organisation, teaching, assessment procedures and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL), therefore enabling them to access as much of the taught curriculum as possible and subsequently raise their achievement.

2. THE EAL CONTEXT AT ALLEYN COURT

Alleyn Court is a non-selective school and operates an Equal Opportunities policy for the admission of all pupils. We have always had a number of pupils who come from a variety of ethnic backgrounds. For many of these groups of pupils, English is not the main language spoken at home and they are therefore identified as being EAL pupils. These include pupils with ethnic backgrounds from:

- Asia
- Africa
- Western Europe
- Eastern Europe

The school has a number of procedures that ensure that EAL pupils are identified and supported from the moment they enter the school. These include:

- Information on ethnicity and language provided on School Registration forms and welcome packs
- Close liaison with parents - The school always actively seeks the involvement and partnership of parents in the education of their children. It is recognised that it is particularly important with children who speak English as an additional language and those from other cultures and backgrounds. Parents will be kept informed about any problems experienced by their children.
- Pupil information gathering on their previous educational experiences and competence in other languages

The Pre-Prep

As the majority of our pupils join the school in the Pre- Prep, identification and early support is predominantly provided in this section of the school. The Pre-Prep introduce the following procedures

- In the welcome pack, request information about the child's first language and if they speak any additional language. We add this to our inclusion chart to refer to.
- Liaise regularly with the child's family.
- Support and encourage parents to continue speaking their home language.
- Respect and support children to speak their home language in school.
- Value the child's home language and culture, including it in daily events such as snack, celebrations, clothing, greetings and books.
- Endeavour to learn a few key words.
- Ensure there is a language rich environment (role play, puppets, nursery rhymes, songs, stories, social snacks).
- Model correct language without correcting children.
- If appropriate, signs are placed in the classroom in English and also the additional languages.
- Mime and body language is used to give visual clues (adding visual to the oral).
- Add words to things that interest the child (adding oral to the visual).

- Staff attend courses on 'English as an additional language' to keep abreast of best practice.
- Classes incorporate different languages into their daily routines where appropriate.
- Work is differentiated as appropriate and is presented pictorially where possible in order to engage the child's interest.
- Acknowledge and value the child's "silent period".
- Keep records of the child's progress which helps for future planning of activities.
- A record of EAL pupils language levels are passed on to the next teacher at the end of each academic year.

3. THE COORDINATION OF EAL PROVISION

Mme Gabarrot, under the guidance of the Academic Deputy Head is the designated teacher who is responsible for co-ordinating the provision for pupils with English as an additional language. The co-ordinator will work closely with classroom teachers, Heads of Departments, the SENCo and parents to ensure that support systems meet the range and variety of learning needs of EAL pupils.

The Academic Deputy Head will review the success of these support systems with the Headmaster and the Senior Leadership Team.

4. THE IDENTIFICATION AND PROVISION OF SUPPORT FOR EAL PUPILS

EAL stands for English as an additional language and at Alleyn Court we recognise the fact that many pupils learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

The school holds information on pupils' home language and ethnic background and all pupils with more than one home language will be identified on the school EAL register. These pupils will be listed as "bilingual/multilingual pupils" who are not requiring EAL support. However, pupils requiring additional support will be referred to and registered as our "EAL pupils".

Prioritisation of Support

1. Newly arrived students with little or no English
2. Students who are working well below age-related expectations because of EAL
3. Students who are identified as not making sufficient progress due to learning EAL
4. Students who need specific help with grammar and syntax

Students with EAL who may also have special educational needs will be referred to the SENCo.

Therefore pupils need to be referred for assessment on an individual basis. The main criteria for identification of the need for additional language support will be lack of progress, delayed acquisition of literacy and/or numeracy skills, and a lack of social integration into the school community. Additionally, following termly standardised testing all pupils not meeting national standards for their age, are discussed with particular attention made to EAL children.

Once an EAL child is competently meeting expected national standards for their age group, then depending on individual circumstances they will move from the EAL (requiring additional support) list and be monitored as a "bilingual/multilingual pupil" where an additional language is spoken at home.

It is the responsibility of the teachers to actively seek out advice and resources to help them provide differentiated work for the differing individual needs of EAL pupils.

Once a child's needs are identified they will be placed on the "EAL Support list" where their progress will be monitored in accordance with section 5. Support will be provided in a range of ways including:

- Advice and resources given to class teachers to aid their support of the pupil in lessons (see below)
- In class support by teacher or learning assistant

- Withdrawal for individual\ small group work in the ASU

4.1 Additional Guidance and Examples of Support

- Use a variety of collaborative activities so the pupil may participate
- Encourage the pupil to use their first language to access the school curriculum
- Not pressuring pupils to speak - pupil silence in the early stages is a positive period where they are watching, actively listening, and exploring their environment to understand new experiences and to develop new meanings.
- Actively speak to the pupils and pick up on their non-verbal responses
- Provide extended waiting time to allow pupils time to process the question and their response
- Clarify key words - rephrase key content in a variety of ways and provide both written and oral forms of key words
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Provision of word lists and dictionaries
- Not over correcting grammatical errors (use of tense, word endings and plurals)

4.2 Effective support

At Alleyn Court we will endeavour to:

- Aim for high standards of EAL teaching and curriculum content for EAL pupils
- Provide good leadership and management of EAL
- Sufficiently challenge and support pupils with EAL so they can reach their potential
- Ensure that support takes account of pupils at the early stage of language learning
- Ensure that support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills
- Offer a curriculum that is relevant and sensitive
- Monitor the deployment and quality of provision for the support of EAL pupils
- Create good links with the parents.

5. PLANNING, MONITORING AND EVALUATION

Teachers will regularly observe, assess and record information about pupils' developing use of language. Targets will be set for EAL pupils which are appropriate, challenging and reviewed on a regular basis. Planning for EAL pupils will incorporate both curriculum and EAL specific objectives.

The EAL co-ordinator will keep a list of all "Bilingual/multilingual pupils" including those EAL pupils who require additional support. The teachers will monitor the progress of EAL pupils using the DfE language proficiency codes:

- A – New to English
- B – Early Acquisition
- C- Developing Competence
- D- Competent
- E - Fluent

The co-ordinator will liaise with classroom teachers, the SENCO and parents with regards to their progress in literacy, numeracy and across all areas of the curriculum. Pupil concerns will be discussed in weekly staff meetings.