



ASHLEY MANOR

PREPARATORY SCHOOL

English as an Additional Language (EAL) Policy (including EYFS)

Schedule for Development / Monitoring / Review

Author:	SENCo (Individual Learning Department)
Approved by LMT on:	Autumn 2024
The implementation of this policy will be monitored by:	LMT
Review Date:	Autumn 2025
Should serious incidents take place, the following person/s should be informed:	Headmaster Deputy Head Nursery Manager
This policy applies to the Prep School (including EYFS)	

Contents

1. Rationale.....	2
2. Definition of EAL.....	2
3. Aims.....	2
4. Responsibilities	
3.1 Admissions.....	2
3.2 SENCo in liaison with Deputy Head.....	3
3.3 Teachers.....	3
3.4 Learning Support Workers	3-4
5. Implementation.....	4
6. Monitoring.....	4
7. Links to other policies.....	4

1.0 Rationale

Ashley Manor Preparatory School considers a child's home language to be a core element of their cultural identity. We therefore aim to celebrate the range of languages spoken in the school and encourage continuing development in children's home languages alongside their English language learning.

To ensure, as far as possible, that pupils for whom English is an additional language are integrated into the school community and can access the curriculum and make progress comparable to other pupils of similar ability.

All staff at Ashley Manor Preparatory School are aware that children with EAL can face additional safeguarding challenges. As a school, we are aware that additional barriers can exist when recognising abuse and neglect in this group of children. If a staff member has concerns regarding a child's welfare which are raised during the teaching of MFL, the procedure contained within the School's Safeguarding Policy must be adhered to (see Safeguarding Policy).

2.0 Definition of English as an Additional Language

Ashley Manor Preparatory School defines EAL learners as those pupils where:

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (DfE School Census Guide 2016-2017, 2016 p.63)

3.0 Aims

- All EAL pupils should be able to:
 1. use English confidently and competently for social and academic purposes.
 2. use English as a means of learning across the curriculum.
 3. make progress which is comparable to that of other pupils of similar ability.
- To assist the integration of EAL pupils into the School community.
- To inform staff of the needs of pupils for whom English is an Additional Language.
- To support teachers in structuring lessons appropriately and using language in ways that support and stimulate development in English to meet the specific needs of pupils learning English.

4.0 Responsibilities

4.1 Admissions

- To collect information from parents (or representative agencies) of prospective and new

pupils concerning English as an Additional Language and alert the Head, Deputy Head and SENCo.

4.2 SENCo in liaison with Deputy Head

- To ensure that appropriate arrangements are made for assessment such as modified papers, etc.
- To discuss EAL matters/requirements with parents or guardians as appropriate and inform them of options for provision.
- To ensure that children for whom English is an additional language are recorded on the EAL list.
- To support the administration of baseline assessment of pupils' proficiency in English, during their first half term.
- To review the progress of pupils for whom English is an additional language.
- To advise Teachers of strategies to support EAL pupils, as appropriate.
- To monitor progress of pupils on the EAL list and make referrals to the Special Educational Needs Co-Ordinator if the student is considered to have an underlying barrier to learning; creating a Special Educational Need resulting in the pupil not making the expected progress.
- To ensure that provision for pupils with EAL are clearly identified in short term and medium-term planning.
- To ensure that a new teacher is briefed regarding any child being taught for whom English is an additional language, where there are changes of teacher within an academic year.
- To monitor the effectiveness of overall provision.
- To encourage participation in extra-curricular activities.
- To provide subject teachers with information regarding EAL pupils.

4.3 Teachers

- To appreciate that all teachers contribute to the teaching of effective spoken and written English, and this should be embedded in class teaching.
- To familiarise themselves with the information on the EAL register and to record (in whatever way is most appropriate) those pupils they teach for whom English is an additional language.
- To ensure that pupils are supported in the use and understanding of subject specific vocabulary.
- To ensure that differentiation is used, as appropriate, to allow children for whom English is an additional language greater access to subject matter.
- To follow guidance and strategies provided on the Pupil Passports and/or Action Plans.
- To discuss with SENCo any child causing concern due to a lack of expected progress in relation to their cognitive profile. To encourage participation in extra-curricular activities.
- To be pro-active in identifying and raising awareness of a pupil's individual needs and

resources that would support.

- To liaise effectively with parents to report on the support, interventions and the child's development of language skills.

4.4 Learning Support Workers

- To familiarise themselves with the information on the EAL list and to record (in whatever way is most appropriate) those pupils for whom English is an additional language.
- To use feedback from subject teachers to monitor progress and inform consultation with the Form Teachers and SENCo wherever there are concerns.
- To be pro-active in encouraging the progress of pupils, in integrating into the School community.
- To encourage participation in extra-curricular activities.
- To be pro-active in identifying and raising awareness of a pupil's individual needs and resources that would support the pupil's learning.
- To feedback to teachers and inform them where there are concerns.

5. Implementation:

- Pupils for whom English is an additional language are given modified assessments as appropriate.
- Overseas pupils undergo a baseline assessment of their proficiency in English in their first half term.
- A list of EAL pupils is kept on the Individual Learning List. EAL pupils who are independent within the classroom are marked as EAL (Grey Star). EAL pupils requiring individual learning support are recorded as Action (Yellow Star) or Provision (Red Star).
- A register of all EAL pupils is kept on SharePoint which identifies the strategies for supporting pupils. Assessment of English proficiency is carried out each term, or as appropriate.
- Progress of EAL pupils is monitored through half termly effort and attainment reports, end of term reports as well as through formal assessment.
- EAL pupils receive support through curriculum subjects to develop the four skills (Reading, Writing, Speaking and Listening).
- One to one support may be available to pupils in Years 3-6 as an additional charge to the termly fee.
- The effectiveness of overall provision is monitored through formal assessment, a regular review of samples of pupils' work and discussion with the pupils. A review of individual assessment grades and reports also provides information in this respect.

6. Monitoring

The Deputy Head and SENCO are responsible for monitoring the implementation of the policy

through discussion with pupils and sampling their work, and with Teachers.

7. Links to Other Policies

This policy should be read in conjunction with the following Ashley Manor Preparatory School Policies:

- Individual Learning Policy
- Safeguarding Policy
- English Policy
- Supervision of Children Policy
- Individual subject Policies
- Curriculum Policy
- Behaviour Policy
- Individual Learning Policy