



## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

This policy applies to the whole school, including the EYFS

### **Introduction**

St Piran's is a family school which values each child as an individual. It is committed to provide the best opportunities for all children so they can develop their potential to the full, from Early Years Foundation Stage (EYFS) to Year 6.

This policy will detail how the school will meet the needs of all children whose first language is not English, whether they are at the very early stages of English language learning or whether they already have some knowledge and understanding of English.

### **Principles, Aims and General Information**

#### **Principles**

Our commitment is based on the following principles:

- All children are special, unique and have individual needs.
- All children are equally valued within the school and have the right to express their views.
- All children have a common entitlement to a broad, balanced and relevant curriculum.
- Children with English as an additional language can appear in any classroom and thus all teachers need to be prepared to make suitable provision for these children.
- Parents are valued as partners.

#### **Aims**

The school policy aims to:

- Promote equal opportunities for all children whatever their gender, background, race or abilities.
- Make appropriate educational provision for children with EAL including access to a broad, balanced and differentiated curriculum.
- Provide appropriate support within the framework of the school to develop core skills for EAL children to enable them to access the curriculum. This may include arranging for specialist support from an EAL teacher several times a week.
- Ensure regular monitoring of the progress of children with EAL in order that they benefit as fully as possible from their education.
- Provide a supportive environment where children can develop a positive self image and increased self confidence and become responsible, co-operative and independent learners.
- Provide a framework of support and effective lines of communication between the teacher responsible for EAL provision, specialist EAL teachers and class teachers in order to enable all staff to respond appropriately to the needs of pupils.
- Foster an on-going partnership with parents.

## **Responsibility**

The governing body seeks to ensure that the needs of all pupils are met and that the provision made for pupils with English as an additional language is appropriate.

- Provision for children with EAL is a matter for the school as a whole, including EYFS.
- The person responsible for EAL provision is the Headmaster.
- The day to day co-ordination of provision is the responsibility of the SENCo.

## **Admission Arrangements**

As St Piran's is a non-selective, mixed ability, family school, admission is open to all children, including those with English as an additional language, provided that there are no other reasons why they cannot be effectively educated at this school.

Where possible (given their level of proficiency in the English language) children are assessed prior to admission using the same tests as all new applicants. In the case of children who speak very little or no English, the parents are interviewed to seek information regarding the child's ability and educational attainment at their previous school.

## **General Provision**

### **Pre-Prep**

In the Pre-Prep the form teachers are responsible for the care and provision for the new child with the help of Nursery Nurses and lunch-time supervisors.

### **Middle and Upper School**

On admission, new children are immediately paired up with a 'buddy' who assumes responsibility for helping the new child with the daily timetable. This includes moving from one class to another, changing for games and becoming familiar with break and lunch procedures.

Teachers are responsible for the new child in lessons. This includes providing appropriate differentiation to allow the child as much access to the curriculum as possible and setting differentiated prep which the child will be able to complete unaided, whenever possible.

Upper School children are looked after by their class teacher who will also explain the industry card system and monitors the child's weekly progress.

The teacher with overall EAL responsibility oversees the provision made for the child and liaises with all concerned to ensure the child is settling in well and coping with school life.

## **EAL Provision**

Soon after joining the school, if class teachers and parents feel this is appropriate and necessary, children with EAL are assessed by Tutor Point. Tests used determine their receptive language skills, non-verbal ability, reading, comprehension and spelling tests may be carried out; and repeated at the end of the academic year or after a 6 month period, to measure progress.

Depending on their level of English, children will also be included in any class testing which takes place, with teachers responsible for modifying tests or making alternative provision as necessary (e.g. verbal rather than written responses or the use of pictures and multiple choice answers.)

If parents are in agreement, children are offered additional support from a Tutor Point teacher as frequently as deemed necessary. These lessons are provided at an additional cost to the parents.

Lessons may be provided to individuals or small groups. A programme of work is devised by the EAL teacher to address their specific needs. Lessons are modified and adapted to suit the pace at which the new child is learning. The Tutor Point teacher also liaises with class or subject teachers and provides subject specific language support, if required.

### **EAL List**

Names of children with English as an additional language are kept on a list and specific information regarding these children along with suggestions for appropriate provision is given.

### **Examination Concessions**

Whenever possible children with EAL are included in general testing and school examinations. If necessary, concessions are made to help the children to access the papers. These may take the form of:

- a reader to read the paper
- use of a foreign language dictionary (in the first two years of 2<sup>nd</sup> language acquisition.)
- a modified paper to reduce the amount of language needed or to reduce the length of written answers.

### **Development Plan**

- CPD for Tutor Point staff
- Purchase of a Baseline assessment
- On-going purchase of EAL resources which can be used by teachers initially to improve basic language skills and vocabulary knowledge when children are new in the school.

**Reviewed by:** SENCO  
**Date:** July 2017  
**Next Review Date:** July 2019