



3.5 Policy for English as an Additional Language (EAL)

(EYFS & KS1-3)

Reviewer responsible:	Deputy Head Academic	Date of last review:	07/25
Reviewed by:	NS		
Authorised by chair:	AH	Date of next review:	07/28

1. Introduction

This policy sets out how NHP ensures that pupils who have English as an Additional Language (EAL) have unimpaired access to the school curriculum.

1.1 Mission Statement

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language(s) and background.

At Notting Hill Prep, we believe multi-lingualism is a strength and that EAL pupils have a valuable contribution to make. Our attitude towards EAL pupils is consistent with our inclusive approach, including ethos, curriculum, education against racism and promoting diversity and promoting language awareness. (Please refer to school **Equal Opportunities Policy**).

1.2 Aims of this Policy

This policy aims to raise awareness of the school's obligations to our EAL pupils and to support the planning, teaching and assessment procedures we undertake for them, as well as the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL).

1.3 Key Principles of additional language acquisition observed by NHP

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require ongoing support
- Teaching and support staff play a crucial role in modelling uses of language
- The language demands of learning tasks need to be identified and included in planning
- The academic ability of EAL pupils in their first language is taken into account
- Meanings and understanding of words in each curriculum area cannot be assumed but must be made explicit and are often pre-taught.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages
- A clear distinction should be made between EAL and Special Educational Needs, although sometimes EAL children can show signs of specific learning difficulties

1.4 Responsibility for EAL children

As with all our pupils, every staff member has a valued contribution to make to the emotional, social and academic success of EAL pupils. In terms of their EAL needs, our Heads of Learning Enrichment/SENCOs are directly responsible for monitoring their progress, and arranging extra support where this has been agreed with the pupil's teachers and parents (similarly to pupils who receive other kinds of Learning Support – see **Policy for Learning Support and Enrichment**).

2. Admissions Procedure

EAL pupils are subject to the same admissions procedures as all new pupils. Parents of new pupils are required to complete a Personal Information Form and/or EYFS Questionnaire for new pupils into

Reception. On these they are asked to state which is their pupil's first language, and any other languages they may speak. Information can also be gathered on new pupils via reports sent from previous schools. In this way, information is gathered by NHP on the pupil's linguistic background and competence in other language/s, previous educational experience, family and biographical background which can be shared with teachers and help inform the education we provide for the pupil when they arrive.

When pupils are assessed for entry into Years 2-8, this information is included on our Assessment Forms and taken into consideration when assessing the pupil.

On arrival in school, this information is passed on to the Heads of Learning Enrichment, who have overall responsibility for coordinating and tracking the progress of EAL pupils. They will share this information with the pupil's teachers. The Heads of Learning Support and Enrichment, in their 'teacher clinics', provide teachers with strategies to enable them to best support EAL pupils.

2.1 Identifying and monitoring EAL children who need academic support

- All EAL pupils are assessed on arrival and placed in one of four stages on the EAL Stages register provided by the Enrichment department to indicate their level of English
- The Stages (1-5) represent the pupil's confidence in English and their consequent ability to access the NHP curriculum
- Stage 1 Beginners/Post-beginners
- Stage 2 Confident speakers - weak grammar and vocab
- Stage 3 Appear as Native English speakers but reading/writing skills need support
- Stage 4 Very confident speakers, readers and writers. Only idioms are tricky
- Stage 5 Fully bilingual
- Each year the list of existing pupils is reviewed (in Autumn Term and again in Summer) and their EAL stage adjusted after consultation between the appropriate Head of Learning Enrichment and form/subject teachers
- Where appropriate, extra individual or group lessons are provided by the school's EAL specialists. Like other learning and enrichment lessons, there is an extra charge for individual and group lessons. All pupils receiving extra lessons will have personal learning targets provided by the EAL teacher in conjunction with the Learning Enrichment Department

2.2 EAL and Special Educational Needs

- Most EAL pupils needing additional support do not have special educational needs and disability (SEND)
- Should SEND be identified, EAL pupils have equal access to the school's SEND provision

3 Teaching Strategies (including differentiation)

The Learning Enrichment department provides teachers with helpful strategies to support specific EAL pupils. Among general expectations/good practice:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified
- Enhanced opportunities are provided for speaking and listening, including public speaking opportunities, drama techniques and role plays as well as the thinking school curriculum e.g. P4C
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- Additional verbal support is provided, eg repetition, modelling, peer support
- Discussion is provided before, during and after reading and writing activities
- Scaffolding is provided for language and learning

3.1 Materials

The school will provide materials such as dual language text books, dictionaries and key word lists as appropriate. The school will provide appropriate funding for resources and training of staff.

4 Parental/Community Involvement

Staff encourage parental involvement by:

- Communicating in plain English, using translators or interpreters when appropriate
- Advising on how they can support their children at home
- Providing regular updates on their child's EAL progress
- Celebrating the linguistic, cultural and religious background of EAL children and establishing contact with wider community

This policy is to be read with reference to the following policies:

1. Policy for Learning Support and Enrichment
2. Equal Opportunities and Inclusion
3. Safeguarding Children and Safer Recruitment
4. Pastoral
5. Admissions

Policy Review

This policy will be reviewed on annual basis by the Heads of Learning Support and Enrichment in consultation with the Deputy Head (Academic).