



## St Michael's Prep School

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

Date of Last Review:	July 2018	Review Period:	
Date of Next Review:		Owner:	JAi, LCo
Type of Policy:	Quality of Education	Board Approval	

St Michael's aims to provide a safe, inclusive learning environment for those pupils with English as an additional language, taking into account their language needs, learning needs and social needs. St Michael's Prep School respects the cultural heritage of all its pupils and endeavours to educate the wider school community about different cultures through humanities, assemblies, PSHE and special theme/food days. This policy is informed by the Equality Act 2010. It sets out what we mean by EAL, how we identify these children and what we do to ensure inclusion and excellent provision for all children.

A child is deemed to be EAL if his or her first language is defined as any language other than English. If a child was exposed to more than one language (which may include English) during early development, a language other than English will be recorded, irrespective of the child's proficiency in English.

These definitions therefore cover the following:

Pupils arriving from other countries and whose first language is not English - Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.

Pupils who have been born in the UK, but for whom the home language is not English (e.g. Russian children who are born in the UK, but arrive at school with very little English due to having spoken only Russian at home and within the community) - Pupils who have a parent who speaks a language other than English and the child communicates with in that language (ie. bi-lingual children)

Children who have British citizenship can still be EAL. - If one or both of parents is a speaker of another language, the child is very likely to be EAL.

It is for this reason that we ensure that we gather accurate and robust data collection on admission.

All children with EAL are identified on entry through parent data collection request answers and observations from staff and their language development is closely monitored.

A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

It is recognised that each pupil with EAL needs will have their own specific profile of language needs and an initial assessment will be made over a period of weeks using the Kent descriptors for Speaking and Listening in the Pre Prep and QCDA's "Assessing English as an Additional Language" in the Prep School.

The results of the assessments, which place pupils at NC levels for Speaking, Listening, Reading and Writing, will inform future learning/teaching targets by using the descriptors set out in the assessment document. Pupils will learn alongside their peers in the classroom, thus providing an integrated language, content and cultural environment, aimed at motivating and meeting the distinctive needs of EAL learners. It may still also be necessary to withdraw pupils from the mainstream class to work on specific targets but these will be time limited and linked to the work of the mainstream class. (This is in accordance with Ofsted EAL recommendations of September 2009.)

In the Early Years conceptual and linguistic knowledge is acquired simultaneously and staff modify their interactions to encourage language development.

Children of all ages including EYFS are encouraged to learn to read and write and speak in their own languages as well as mastering English. The timing of learning to read and write in English will need to take into account their learning journey in their home language.

All teachers involved with EAL pupils' learning will be involved in the planning, monitoring and reviewing of these pupils' needs and achievements. Mrs Lucinda Cook (Prep School) and Mrs McLean (Pre-Prep) will have responsibility for coordinating the needs of the pupils and be responsible for evaluating the school policy for pupils with English as an Additional Language. Mrs Newton will be responsible for coordinating the assessments of EAL children using the Kent Steps, training new staff and overseeing provision.

#### Related Policies

Equal Opportunities, SEND policy and G and T policy

*RMA and RJE March 2016*

*Reviewed and amended RMA and JAI July 2016*

*Updated by RMA November 2016*

*Reviewed and amended after Staff training workshop January 2018 JAI (July 2018)*