

# English as an Additional Language Policy



## **Statement of Policy Intent**

Our school values the linguistic diversity of the pupils as a positive asset and a rich resource for the school and community. We acknowledge that language and culture are an important part of a person's identity and we celebrate and encourage the additional languages spoken by LCS pupils. There is a significant number of EAL pupils on our register at any one time.

We aim to enable pupils to develop their love of learning, academic potential and individual talents in a caring community which fosters sensitivity, confidence, a sense of service and enthusiasm for life. We are a small non-selective independent school and the majority of our pupils go on to competitive independent secondary schools. We can provide some additional support for EAL. These aims, LCS's resources and the expectations for our Year 6 pupils mean, however, that LCS pupils need a certain level of proficiency in English, and learning and communicating in our society is dependent on competence in English.

This Policy sets out the rationale and methodology for EAL support at LCS.

## **The Policy**

### **Definition**

English as an Additional Language (EAL) includes both English as a second language and English as a foreign language. It is for pupils spending a short time in Britain, and for those who have settled here permanently. EAL is the study of English by students who already speak at least one other language or who come from a home in which a language other than English is used. We differentiate between children who have EAL and those who are bilingual or who speak a second language in addition to English at home.

### **Aims**

1. To identify those pupils who have EAL requirements
2. To ensure appropriate support is provided for those students who have EAL requirements enabling access to a broad and balanced education in which he/she can participate fully with peers
3. To promote the individual's self - esteem in order to promote academic potential and independent learning
4. To acknowledge fully the importance of the parents' role in supporting their children's education
5. To monitor those students who have EAL requirements through careful target setting and evaluation
6. To ensure that less favourable treatment does not occur

### Admissions and EAL

LCS is not an academically selective school and welcomes all children who can make the most of the opportunities that are offered and can flourish in the caring environment of the school. We welcome pupils who have EAL requirements, provided that they can access our broad and balanced curriculum with limited support and that the Special Educational Needs staff can provide them with the further specialist teaching that they require. We do not, however, have the facilities to offer highly specialised and intensive tuition.

The School reserves the right not to admit pupils whose needs it cannot meet after reasonable adjustments have been considered. The Head Teacher's decision will be final in all cases.

We advise parents of children who have EAL requirements to discuss their child's needs with the school on application.

#### On Entry

Each pupil who has English as an Additional Language will be assessed to determine the level of support required. If appropriate, adjustments will be made to the pupil's curriculum.

Up to the end of Year 4 EAL support will focus on enabling access to the full curriculum. In Years 5 and 6 support will focus on preparation for 11+ assessments.

All teachers are expected to support the learning of EAL students in their own subject areas. Staff training will be provided by the school.

The languages represented at LCS are celebrated in displays, assemblies and PSHE lessons as well as generally as part of the school's atmosphere and culture.

We encourage parents of EAL pupils to speak the additional language/s at home and encourage reading, particularly if this is the language that the parent is fluent in. This encourages and develops depth of skill in language which can be transferred to the acquisition and development of English. Occasionally children have the opportunity, through technological provision, to work in their mother tongue e.g. Programming using another language within Scratch.

#### Monitoring and Review

All teachers will monitor the progress of EAL pupils as part of their normal tracking and monitoring procedures. Children are assessed using the Bell Framework twice a year and their progress is tracked. Many children who have EAL receive support for phonics and/or comprehension.

Policy approved: January 2022

Review date: January 2024

## **Appendix 1**

### EAL pupil proficiency level 5-point scale

#### **EAL Proficiency Stages**

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##### **A New to English**

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

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##### **B Early acquisition**

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

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##### **C Developing competence**

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

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##### **D Competent**

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

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##### **E Fluent**

Can operate across the curriculum to the level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without support across the curriculum.

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##### **N Not yet assessed**