



The Stables Independent School

English as an Additional Language (EAL) Policy

This policy incorporates the following legislation and Department for Education (DfE) guidance

Equalities Act 2010

The Education (Independent School Standards) Regulations 2014

This policy links directly to the listed Stables policies

Admissions Policy
Accessibility Plan
Curriculum Policy

This policy was reviewed and approved by the Proprietors in the Summer Term 2023.

It will be reviewed annually and approved by the Proprietors.



Aims

This policy is a statement of the aims, principles and strategies for the teaching and learning of English as an Additional Language (EAL) in The Stables Independent School (The Stables).

In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school. The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

What is EAL?

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. Learning and communicating in our society is dependent on competence in English.

We are proactive in removing barriers that stand in the way of our EAL pupils' learning and success. We do this by meeting our responsibilities to our EAL pupils ensuring they have equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential and by providing our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate. We promote the principles of fairness and justice for all through the education that we provide in our school, ensuring EAL pupils receive opportunities for educational success that equals that of English speaking pupils.



Induction and welcome to children with EAL.

The school will:

1. Arrange a meeting with parents/carers to gather a range of information e.g. languages used in the home, previous schooling, and exposure to English. Where possible, invite an interpreter to attend if parents/carers do not speak English.
2. Ask parents/carers to bring in any reports, school text and exercise books from the pupil's previous school.
3. Give introductory information to parents/carers about the school including:
 - Information about the English school system
 - A plan of the school
 - An outline of the school day.
 - The homework system and how to support their child at home.
 - Calendar of term dates.
 - Name of person to contact to get information about their child's work and progress and if they have any concerns.
 - Uniform requirements.
 - Lunch arrangements.

(All of the above should be as visual as possible and translated if necessary/possible)

4. Update staff who come into regular contact with the child (teacher, TA, class group etc.) any specific information which may support teaching and learning.
5. Establish a buddy system so that child has a 'go to' child for support.

Induction schedule for new arrival children who are new to English

1. First day assessment (casual) - TA to conduct a casual observation of child's first day to help inform Headteacher and class teachers of what support is needed.
2. From this casual assessment an 8 week New to English induction programme is to be given to the class teacher to use as an intervention tool.
3. After 2 weeks assessment (formal) - Headteacher to conduct mother tongue assessments. Report given to class teacher which gives more detailed information on cognitive ability in mother tongue and home language.

Schools are required to assess each EAL pupil's "proficiency level" using a five-point scale (see box below). After the formal assessments have been completed, any new to English child who enters The Stables will be assessed on this five-point scale and given a proficiency level which will be held on our Management Information System (Pupil Asset).



EAL pupil proficiency level 5-point scale

New to English	Early Acquisition	Developing Competence	Competent	Fluent
<p>The pupil may:</p> <p>Use first language for learning and other purposes</p> <p>Remain completely silent in the classroom</p> <p>Be copying/repeating some words or phrases</p> <p>Understand some everyday expressions in English but may have minimal or no literacy in English</p> <p>Need a considerable amount of EAL support</p>	<p>The pupil may:</p> <p>Follow day-to-day social communication in English and participate in learning activities with support</p> <p>Begin to use spoken English for social purposes</p> <p>Understand simple instructions and can follow narrative/accounts with visual support</p> <p>Have developed some skills in reading and writing</p> <p>Have become familiar with some subject specific vocabulary</p> <p>Still need a significant amount of EAL support to access curriculum</p>	<p>The pupil may:</p> <p>Participate in learning activities with increasing independence</p> <p>Be able to express self orally in English, but structural inaccuracies are still apparent</p> <p>Be able to follow abstract concepts and more complex written English</p> <p>Literacy will require ongoing support, particularly for understanding text and writing</p> <p>Requires ongoing EAL support to access curriculum fully</p>	<p>Oral English developing well, enabling successful engagement in activities across the curriculum</p> <p>Can read and understand a wide variety of texts</p> <p>Written English may lack complexity and contain occasional evidence of errors in structure</p> <p>Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary</p> <p>Needs some/occasional EAL support to access complex curriculum material and tasks</p>	<p>Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language</p> <p>Operates without EAL support across the curriculum</p>



TEACHING AND LEARNING STYLE

In our school, teachers take actions to help children who are learning English as an Additional Language by various means. These include;

Developing their spoken and written English by: -

Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;

Explaining how speaking and writing in English are structured for different purposes across a range of subjects;

Providing a range of reading materials that highlight the different ways in which English is used;

Ensuring that there are effective opportunities for talking and that talking is used to support writing;

Encouraging children to transfer their knowledge, skills and understanding of one language to another;

Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

Using accessible texts and materials that suit children's ages and levels of learning;
Providing support through ICT, video or audio materials, dictionaries and translators, visual support materials, readers and amanuenses;

Using the home or first language where appropriate;

Providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language;

Teaching Assistant support which allows children to work in smaller groups, or individually, and increases opportunities for modelling language structures and for conversations between adults and children;

Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.

Curriculum Access

All children in our school follow the National Curriculum with individualised plans to support their additional educational needs. Where possible, children receive support from class teachers, teaching assistants and any EAL support team staff within classrooms, where available. However, some withdrawal support for EAL may take place. This support is clearly linked to the National Curriculum and reviewed regularly. The support may be used to address a particular language or learning focus.



These may include:

- Preparation sessions with the pupil before teaching input, for example before a whole class session;
- Sessions following up a whole class or group session to reinforce key language and concepts;
- Small group support from the EAL support team;
- Small group intervention sessions (EAL support team).

ROLES AND RESPONSIBILITIES

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for writing, speaking and listening.

All **staff** have responsibility for:

1. Modelling good use of English, in extending sentences and encouraging children to do the same
2. Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate
3. Communicating to children that they are expected to listen and respond when someone speaks to them

All **teachers** have responsibility for:

1. Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English
2. Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils
3. Setting targets for improving speaking and listening and writing
4. Assessing and tracking progress in writing and speaking and listening

EAL support team have the responsibility for:

1. Working with targeted groups to support children's access to the curriculum
2. Translating verbal instructions and explanations when appropriate to further children's understanding of concepts and tasks
3. Translating to enhance communication between school and parents
4. Developing language learning skills

The **EAL Coordinator** (Headteacher or delegated person) is responsible for:

1. Coordinating, monitoring and maintaining an overview of the progress and attainment of EAL pupils
2. Identifying and providing resources which support children learning English as an Additional Language