



The Ryleys
Girls & Boys Preparatory School

Learning Enhancement Department

English as an Additional Language

Monitoring: Mrs J Langford

Named Person Responsible: Miss H Salt - SENDCo

Reviewed: September 2022

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English as an Additional Language (EAL) Policy

Introduction

The term EAL is used when referring to pupils where the preferred language at home is not English. This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

The aim of this policy is to 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 Race Relations Act 2000.

To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School .

To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.

To encourage and enable parental support in improving children's attainment.

To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.

To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.

To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (e.g. during Languages Week).

Strategies School/Class Ethos

Staff at The Ryleys School use a variety of strategies around the school to ensure children with English as an additional language feel included at all times; valuing cultural differences and fostering a range of individual identities.

We encourage children to share their first language with others and invite parents in to teach the rest of the class a few phrases.

We recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format. Therefore, extra time and support in exams will be awarded if appropriate.

We allow pupils to use their first language to explore concepts using translation apps or dictionaries.

On arrival at The Ryleys School, we give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).

The SENDCo will ensure that there are visuals and signs in the child's first language around the school before or during the early days of their arrival, if and where appropriate. They will consult with the child's form/class teacher for the child to have a buddy and useful picture communication resources to help them settle into their new school.

Pupils must be identified as having English as an additional language when registering with the school for a taster day. This information is then shared by the communications and admissions manager with the SENDCo and staff in time for the child's taster day.

Once in school, for pupils in the Pre-Prep and Early Years, English language will be developed through English immersion and enriched English environments. This will incorporate:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary

For EAL pupils in Prep, as well as the above strategies, assessment will be carried out to see if a pupil provision plan and additional support will be required.

We carry out on-going recording of attainment and progress in line with agreed school procedures.

Access and Support

All pupils will follow the full school curriculum. Where appropriate, EAL pupils will be supported by a teaching assistant in the classroom to enable the pupil to complete tasks with understanding.

Where necessary, for children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus. This will be recorded on a pupil provision plan.

Throughout the school we ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Guidance and support is given by the SENDCo to teachers of EAL children to assist in planning, assessment and target setting.
- Any concerns about masked learning difficulties in a pupil with EAL will be raised with the SENDCo for monitoring.
- Teachers are knowledgeable of pupils' abilities and needs in English and other subjects
- This knowledge is used effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

Pupils with EAL will be placed on the Early Intervention Register as a way of ensuring all staff are aware and highlighting possible provision needs.