



English as an Additional Language Policy

This document applies to all parts of The Pilgrims' School,
including parents and pupils in the Early Years Foundation Stage.

Responsibility of: The Head of EAL
Reviewed: September 2024
Next Review Date: September 2027

Some of our pupils' first language is not English. English as an additional language is defined as applying to all pupils whose first language L1 (mother tongue) is not English. We celebrate the fact that many of our children speak more than one language. This diversity in language means a number of our children have particular learning and assessment requirements, linked to their progress in learning English as an additional language (EAL).

Aims

To meet the full range of needs of those children who are learning English as an additional language.

Objectives

- To develop the pupil's knowledge and appreciation of the English language with the aim of bringing it up to the standard of their peer group.
- To ensure proper educational integration and maximise academic potential.
- To keep a register of all EAL and multi-lingual boys. This includes everyone across the school, even if intervention is not taking place.
- To communicate effectively with all staff to ensure they are aware of all pupils who have EAL needs and the extent of the help they require in class and receive in addition.
- To maintain an up-to-date register of pupils receiving support with EAL – included on SEND Register.
- To provide in-class support for younger pupils and through 1:1 lessons with Y5-8 pupils, as their needs demand.

Identification of Need

Identification of need usually occurs on admission and effective support can be agreed and put in place at that time. However, if teachers suspect that a pupil needs additional help with his English, this should be raised at a staff meeting; if it is felt necessary, then the Head of EAL will become involved and extra support can be sought.

Assessment of Need

When completed upon entry, either through the school's usual assessment materials (if appropriate) or by a session with the school's EAL tutor.

It is important to be alert to the fact that EAL needs may surface as more competent pupils progress in their education. It is also the case that many will have no language support needs during their time at the school.

Provision

The school has engaged a tutor with experience and qualification in supporting pupils with EAL needs. Pupils requiring support will most often see this tutor during the course of the school day, a timetable organised by the Head of EAL. The costs incurred by this are borne by the parents.

Evaluation

Pupils' progress is evaluated by the EAL tutor, but also periodically by all teachers teaching the child. When it is felt that support is no longer needed, consultation will occur. The final decision on removing support should not be taken without the agreement of the Head of EAL.

Organisation

Teaching provision is dependent on the language level and the age of the individual. EAL pupils who are at the early stages of speaking English may be initially withdrawn for 1:1 language lessons or supported in class. More advanced EAL pupils are generally supported in the classroom, by the teacher. For the younger pupils in the Pre-Prep, simply immersing them in English in the classroom can make a significant and rapid difference. These pupils are monitored and may be withdrawn for extra support where necessary.

In order to ensure that we maximise EAL pupils' language development, staff employ the following strategies as appropriate:

- EAL pupils are made to feel welcome.
- EAL pupils' first language knowledge is valued, and parents are encouraged to continue to teach their children/read to them at home in their first language.
- In school, teachers ensure that EAL pupils develop their vocabulary and sentence structure by providing a range of speaking and listening activities. Pupils have access to staff and peer models of English spoken language.
- Effective opportunities for talking are provided, and talking is used to support writing.
- Additional verbal support is provided in lessons as appropriate, e.g. repetition, modelling, peer support.
- On occasions when specific difficulties and misconceptions arise, individual support may be provided by the teacher or teaching assistant, either before, during or after the main lesson.
- IT is used where appropriate, to enhance understanding.
- Teachers ensure that the meaning of key words and technical terms is made explicit.
- Teachers explain how speaking and writing in English are structured for different purposes. Key features of different genres are identified.
- Pupils' understanding is developed by using additional visual support e.g. pictures, posters, photographs, concept maps and charts and displaying key vocabulary.
- Teachers encourage the use of a school translation pen, if appropriate.
- Close liaison with parents is maintained.

In the EYFS additional strategies are:

- Build on the child's experience of language at home and in the wider community, so their developing use of English and other languages support one another.
- Parents are encouraged to keep speaking their first language at home.
- Provide a range of opportunities to engage in speaking and listening activities in English with peers and adults.
- Provide bilingual support to extend vocabulary, seek parental assistance if necessary.
- Provide opportunities for the children to hear their first languages as well as English.

Special Educational Needs and extremely able Pupils

A clear distinction is made between EAL and Special Educational Needs/Learning Difficulties. Most EAL pupils do not have SEND/LD. However, should SEND be identified, EAL pupils have equal access to the school's SEND provision. Similarly, EAL children may be very able and their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Resources

The school library holds a wide range of fact and fiction books which represent and celebrate cultural diversity. The school librarians will always support staff and pupils with finding appropriate texts. The library includes a selection of books from different cultures and a small selection of dual language books and dictionaries. The Head of French has a good supply of French books to share.

Links to other policies

- Teaching and Learning
- SEND policy
- Equal Opportunities