

Date: October 2019  
Review Date: October 2020  
Responsibility: SMT/SENDCo



## EAL POLICY

### **1. General**

A number of pupils within the Schools are learning English as an additional language (EAL). There may be varying degrees of fluency but the majority of those pupils are 'Advanced bilingual learners': they have a very high standard of English which falls within the bounds of National Curriculum levels expected of their peers although their written English may not match their academic potential.

It is our aim to ensure that all our pupils are aided in fulfilling their individual potential.

#### **1.1 Aims:**

1. To identify all pupils requiring EAL provision as early as possible.
2. To ensure that EAL pupils feel welcomed in a school which values cultural diversity.
3. To enable EAL pupils to access the whole curriculum through support both in and out of the classroom as needed.
4. To ensure parents of EAL pupils receiving support are fully informed of their child's attainment and progress.

#### **1.2 In order to achieve these aims:**

Staff will be made aware of pupils on the EAL register and teachers of pupils receiving individual support will be informed.

Where possible, group support will be offered outside the classroom for those requiring it.

Subject teachers will be supported by the SENDCo where necessary with strategies to help in the classroom.

## **2. Responsibility for coordination of EAL provision**

| Position                                  | Name          | Qualifications  |
|---|---------------|---|
| SENDCo (Senior Schools)                   | Susan Shaw    | BA (Hons); P.G. Dip. SpLD, AMBDA; Cert. TESOL (Level 2)   |
| Learning Support Teacher (Senior Schools) | Kelly Lowery  | BA (Hons) LDD Specialist, TEFL (Level 4), TESOL (Level 4) |
| SENDCo (Junior School and Nursery)        | Paula Roberts | BA (Hons) Educ AMBDA                                      |

## **3. Identification:**

Before admission the Schools seek help to obtain as much relevant information as possible about a child regarding their previous educational experience and their first language.

On entry to the Senior Schools, the SENDCo will issue a questionnaire to all pupils to ascertain their first language. In the Junior School, class teachers will ask the children which languages they speak at home and pass this information on to the SENDCo.

## **4. Assessment:**

All pupils new to the Senior Schools complete the following assessments:  
 Hedderly Sentence Completion Test (writing speed)  
 Hodder Access Reading Test (reading comprehension)  
 Nelson Single Word Spelling Test  
 Symbol Digit Modalities Test (processing speed)

Where EAL pupils are offered additional support, baseline tests for punctuation and grammar are carried out to help inform the pupils' programme of learning.

Any pupils new to the Junior School, who we feel would benefit, are assessed using the BPVS (British Picture Vocabulary Scale) and WIAT-II-T to check their level of language and understanding. Appropriate support will be given.

## **5. Provision**

The main types of provision made by the Schools are:

1. Pupils who have EAL are fully included in mainstream classes. The Schools make every effort to ensure pupils with EAL have full access to the Schools' curriculum through differentiation where necessary.

2. The SENDCo supplies recommendations and strategies to classroom teachers and Heads of Department for helping EAL learners within the classroom.
3. If there are any academic concerns about the progress of EAL pupils in class the SENDCo will be consulted and support offered.
4. The SENDCo and Learning Support Teacher will offer additional support as required.
5. Where appropriate, access arrangements for public examinations will be arranged.

Where a non-native English speaking pupil applies to join the Schools from overseas, the Schools may require the candidate to have a formal qualification in English as a foreign language, typically IELTS or equivalent.

## **6. Monitoring progress**

For those receiving EAL support the SENDCo will review pupil progress by measuring improvements gained relative to their original scores from the baseline tests on spelling, punctuation and grammar in the Senior schools and language and comprehension in the Junior School.

## **7. Individual records**

The SENDCo will maintain the records of those receiving individual support.

Each pupil's profile will include the following:

1. Information from previous school, where available.
2. Information from parents and record of contacts with parents.
3. Staff perceptions of difficulties.
4. Pupils' perceptions of difficulties.
5. Programme of learning.
6. Information on progress.

## **8. Working in partnership with parents / carers**

Across the Schools, pupils in receipt of EAL support lessons will receive a written report as part of their full report. Parents will also have the opportunity to discuss progress at Parents' Evenings.

## **9. Links to other documents, guidelines and policies**

This document should be read in conjunction with the following School policies:

Special Educational Needs and Disabilities  
Teaching and learning  
Assessment

Behaviour

[Child protection](#)

Anti-Bullying

Equal Opportunities

Gifted and Talented Pupils

Admissions

Accessibility

### **10. Complaints procedure**

Complaints from parents / carers should be addressed in the first instance to the Principal. The Principal will investigate the complaint and take appropriate action in accordance with the Schools' published policies.