English as an Additional Language (EAL) Policy (Prep School including EYFS)

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Documentation Distribution

Please delete as applicable

All staff / volunteers	**Y**
Governing Body	**N**
Parents on request	**Y**
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Parent Portal	**N**
Staff Hub	**Y**
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This policy is considered a 'live' document and will be updated as statutory guidance is released

In policies St Bede's School Trust Sussex may be referred to as Bede's/the School/the Trust.

Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Vision, Mission and Values

Our Vision
Where every child finds joy in their pursuit of brilliance

Our Mission
We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

Our Values
Be Compassionate
Because a caring community fosters belonging.
We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.
Be Courageous
Because fortune favours the brave.
We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.
Be Curious
Because wisdom can be found off the beaten track.
We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.
Be Conscientious
Because dedication is a spearhead of success.
We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

Policy Principles/Aims:

a) To ensure that every child feels comfortable and confident in their surroundings.
b) To enable EAL pupils to become confident and fluent in English speaking and listening, reading and writing so that they are able to fulfil their academic potential.
c) To ensure that every child is able to participate fully in school life and become part of the community at Bede's.

Statutory Guidance:

None

Associated Trust Policies:
None

1. Introduction

I. At Bede's we welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School. Our aim is to ensure that every child's experience with us is a fulfilling and enjoyable one, both academically and emotionally.

II. We realise that children who are learning English as an additional language may be immersed in a world that they do not fully understand. These children will perhaps also be academically able in one or more subject areas but may become frustrated by their ability initially to express themselves adequately in English. It is our role therefore to support these children and to provide them with the necessary tools to meet their full potential.

2. Aims

d) To ensure that every child feels comfortable and confident in their surroundings.
e) To enable EAL pupils to become confident and fluent in English speaking and listening, reading and writing so that they are able to fulfil their academic potential.
f) To ensure that every child is able to participate fully in school life and feel part of the community at Bede's.

3. How we do this

a) On arrival at Bede's all EAL children will have their reading, writing, speaking and listening skills assessed in order to ascertain the level of support they need.
b) In the EYFS setting, observations of children are carried out within the first half term to establish their level of fluency and comprehension of their spoken English.
c) We focus on ensuring that all children, including EYFS, settle into their new learning environment and absorb the English Language within their classroom learning. Class teachers and nursery staff will differentiate the curriculum so that children can learn at their own pace ensuring that the curriculum is accessible to them.
d) All Staff, including EYFS, will liaise closely with parents, Learning Enhancement and EAL teams. Children's progress will be monitored regularly and interventions will be put in place as required.
e) An individual Provision Map and Learning Plan will be created for each child. This plan is available to all members of the Bede's teaching staff and will include a list of recommendations in order for the teacher to support the EAL pupil.
f) The EAL specialist will work closely with classroom/subject teachers to help support EAL students to access the curriculum.
g) Where appropriate in EYFSm Key Stage 1 and Key Stage 2, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
h) Ensure that classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
i) Identify each pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.

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j) All children are asked to bring a dictionary with their own native language to English translation or a suitable device that is capable of supporting them within the classroom environment and also within the school community.
k) Children carry a vocabulary book with them to all lessons and write down key words to look up. Children are encouraged to work independently and are supported to find the best strategies to do this. As a result, we watch children's achievements grow.
l) Children are encouraged to transfer their knowledge, skills and understanding from one language to another.
m) Recognise that pupils with English as an additional language may need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate.

4. Examinations

I. There is an opportunity for children to sit the Cambridge Certificates when they are ready.

II. This is arranged through an external organisation.

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