



Beachborough School

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE

Updated: September 2023

Date of next Review: November 2024

Policy Lead: Mrs L Dowson

Checked by: Deputy Head and Head of Manor House

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Mission Statement

Our mission at Beachborough is to create the conditions and culture so that each child thrives intellectually, physically, culturally and emotionally. The priority will be the happiness of each child as it is paramount to achieving lasting success and being fully prepared for senior school.

Date implemented: Autumn Term 2017

Date of last review: September 2023

The person responsible for managing the governors' EAL policy:

Mrs Louise Dowson

The person responsible for day-to-day co-ordination of the Governors' SEN policy:

Mrs Louise Dowson

Compiled by: Mrs Louise Dowson

Date: September 2023

Monitoring:

The Head of Learning Success is responsible for monitoring and evaluating this policy. The policy will be reviewed annually and updated as necessary.

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1. Introduction

The definition of EAL is, according to the Department for Education, as follows: “A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English.” (English proficiency of pupils with English as an additional language, DfE, 2020). Beachborough welcomes pupils from overseas and for whom English is an additional language. This policy sets out the school’s aims, objectives, and strategies, with regards to the needs and skills of pupils with EAL.

2. Mission Statement:

Beachborough is committed to providing an education to all pupils which acknowledges and is enriched by the diversity of ethnicity, culture and religious backgrounds of all pupils and their families. We believe that the curriculum should aim to reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all pupils. It is important to recognise pupils with more than one language in their lives and to encourage them and their families, where possible, to express themselves in these languages. Learning any language is a lifelong process and is greatly enhanced by the opportunity to hear and use each language at the appropriate developmental level. We also recognise that it is important to distinguish between social and academic language, and we are keen to encourage children to become fluent in both.

We aim to support families in maintaining the non-English language at home with their (extended) families, as this serves to preserve the cultural identity of the child and it offers the child the best start to being a global citizen.

Equality of access to the curriculum for all pupils, including those for whom English is an additional language, is supported by High Quality Teaching in the classroom. High Quality Teaching involves good planning of well-sequenced and manageable lessons coupled with effective pedagogical choices and effective and robust assessment for learning. Lessons are clearly structured and learning objectives are made clear to the pupils. Teachers employ interactive and multi-sensory teaching methods and ensure that time is spent in collaborative group work. Teachers promote active and independent learning enabling pupils to think for themselves and to begin to have some level of autonomy within their learning. They differentiate their teaching to meet the needs of all pupils, including those with EAL, those who are a Higher-Level Learner (HLL) and those with SEND. This policy is a whole school policy and applies to all children at Beachborough School, including the Pre-Prep and EYFS (Early Years Foundation Stage)

3.Principles

- a) English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the beginning.
- b) All teachers will be responsible for building strategies into their planning to support the language development of pupils with EAL and will structure lessons appropriately, seeking or receiving advice from the Head of Learning Success, as necessary.

- c) Access to learning requires attention to vocabulary and meanings specific to each curriculum area. Meanings and understanding cannot be assumed so must be made explicit.
- d) Accurate information on pupils' needs, attainment and progress should be maintained in an accessible and manageable form.
- e) Learning an additional language is not to be confused with having learning difficulties.
- f) To be aware that just because pupils have become proficient in the social forms of English, this does not mean that they no longer require support in specific subject based or technical language.

4. Aims

- a) To create a welcoming and supportive environment that will encourage pupils with EAL to participate fully in all areas of school life.
- b) To value and respect the cultural and linguistic identities of pupils with EAL and use these to enrich the learning of all pupils.
- c) To develop the oral and literacy skills of pupils with EAL so that they can understand and use English confidently and competently across the curriculum.
- d) To stimulate an interest in the English language and culture.
- e) To support the acquisition and development of personal and social skills, in order for pupils with EAL to successfully integrate into an English-speaking community.

5. Admissions arrangements

No child will be discriminated against on entry into the school as a result of their primary language, so long as the school is able to meet a child's needs through reasonable adjustment. Each pupil will have equal right to be admitted to this school in line with the Admissions Policy, and then be given equal access to the curriculum as appropriate to their needs. Detailed arrangements for admission are explained in the school's admission policy. The school values each child and endeavours to meet the needs of all its pupils through inclusive practice. The school's registration form, completed upon entry, requires parents to advise the school as to their child's preferred language.

6. Allocation of resources for pupils with EAL

Having been alerted by admissions, resourcing for support of pupils with EAL is met through the Learning Success Department budget. It is the responsibility of the Head of Learning Success to allocate staffing and existing resources to individual pupils and class groups. It is also the responsibility of the Head of Learning Success to acquire resources, as required, from within the department's budget. Such decisions will be made in consultation with colleagues in relation to the needs of pupils that they teach with EAL. The Head of Learning Success may also approach the Head of the Boardman or Head of Manor House, should there be any expenditure required which is only relevant to Boardman or Manor House pupils.

7. Planning, monitoring and evaluation of pupils with EAL.

All children with EAL are identified by admissions on entry and their language development is closely monitored. An annual EAL list is produced and shared with all teaching staff. Parents are also given the opportunity to update the language information regarding their child(ren). Pupils are assessed regularly using PIRA (reading – PP1-FVII), GAPS (spelling - Rec-FIV), PUMA (maths – PP1-VII) and CAT (Cognitive Abilities FIII-FVII) tests. The data is analysed by the teachers who look specifically at the achievement and progress of learners with EAL. A&P meetings take place to discuss progress and inform future learning as part of High-Quality teaching. Pupils will learn alongside their peers in the classroom, thus providing an integrated language, content, and cultural environment, aimed at motivating, and meeting the distinctive needs of EAL learners. It may still also be necessary to withdraw pupils from the mainstream class to work on specific targets that will be linked to class or subject work.

8. Practices and procedures

All pupils at Beachborough work within mainstream classes with access to a wide-ranging curriculum. High-Quality Teaching is a priority, with all classwork and prep being differentiated to enable all pupils to experience success, regardless of their first language.

The school strives to develop an inclusive curriculum, providing a framework of well-defined and achievable targets. This will include the choice of appropriate teaching methods and learning environments. As a result, opportunities for success will be built into the curriculum, to nurture positive attitudes and inspire confidence in pupils with regard to their own abilities. Expectations of EAL pupils are high and Beachborough fosters an understanding and philosophy that children with EAL have a strength in their lives which they are encouraged to build on, rather than a difficulty. All teachers involved with EAL pupils' learning are involved in the planning, monitoring, and reviewing of EAL pupils' needs and achievements. It is recognised that each pupil with EAL will have their own specific profile of language needs which is determined through observation, informal assessment and formal assessment and supported with targeted intervention where necessary. Examples of these additional interventions are:

- Phonics for younger pupils or pupils (nearly) new to English
- Comprehension/writing support through exposure to challenging language and writing structure/key phrases/graphic organisers for older pupils

Beachborough adopts a graduated response to EAL, in the form of a four-part cycle:

- **Assess**

In identifying a child as needing support for EAL, the Head of Learning Success carries out a clear analysis of the pupil's needs. This draws on assessments, observations, details of previous progress and attainment, as well as the views and experience of the pupil and parents.

- **Plan**

Planning will involve consultation between the Head of Learning Success, relevant school staff and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Staff will be informed of the pupil's individual needs, the support that is being provided and any particular teaching strategies/approaches that are being employed.

- **Do**

Class/ form/ subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with the Head of Learning Success and Learning Success Assistants to plan and assess the impact of support and interventions and links with classroom teaching.

- **Review**

Parents (and where appropriate, the pupil) will be invited to regular meetings to review progress. The review process will evaluate the impact and quality of the support and interventions. The Head of Learning Success will revise the provision map/targets in light of pupil progress and development, making any necessary amendments going forward, in consultation with parents and teachers. Where specific advice, guidance and support may be required, the Head of Learning Success may also signpost parents to outside agencies or the local authority Parent Partnership service.

9. EAL, Higher Level Learner (HLL) and Special Educational Needs (SEND)

At Beachborough, a child is not regarded as having a learning difficulty simply because the language or form of language of the home/extended community is different from the language in which she or he is taught at school. The EAL coordinator is available to offer assessment or advice, should there be concerns about a child's language development, and support by the Head of Learning Success is available at any stage of a child's time at Beachborough. Where required, the EAL coordinator and the HLL coordinator will liaise and offer guidance for EAL pupils who are also HLL. The EAL coordinator fosters a whole-school approach of high expectations of children with EAL.

10. Continuing professional development and INSET

Beachborough aims to keep all staff up to date with relevant training and developments in teaching practice relating to the needs of pupils with EAL. When a need for specialist training is identified, support from outside agencies may be sought. The Learning Success Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific EAL issues.

11. Links with other schools

The school makes additional arrangements for pupils with EAL when they transfer to secondary/senior school, ensuring that the pupils' needs are known to the EAL co-ordinator. It is vital that the transition to secondary/senior education is as smooth as possible, and the Head of Learning Success is happy to meet with relevant staff and parents whenever necessary.

12. Working in partnership with parents

At Beachborough we believe that a close working relationship with parents is vital in ensuring pupils continuing social and academic progress. Beachborough reaches out to parents of EAL children and seeks to forge strong bonds with EAL families in order to encourage and reassure parents that we support their home language(s). Additionally, the EAL coordinator is available for conversation with and guidance/encouragement to multilingual parents.