

# **Staines Preparatory School**



## **EAL Policy**

**September 2024**

## **Introduction**

Staines Preparatory School recognises that, in the modern world:

- There is greater mobility of the workforce between countries, therefore, some children who join SPS will have been previously educated in a language other than English.
- Some families may exclusively speak languages other than English in their homes or mainly speak another language and only use English infrequently.

The school believes there are ultimately great advantages in being bi- or multi-lingual, but this can provide some challenges in the early stages of language development. Having a home language other than English is not considered a learning difficulty, but the school recognises that a child with English as an additional language (EAL) may also have Special educational needs (SEN).

## **Definition**

This policy is concerned with bi- or multi-lingual learners who have a home language (definition: the first language spoken at home) other than English, and who are in the process of learning to use English as an additional language for educational purposes. Pupils identified as EAL remain on the EAL register throughout their time at the school. This information is compiled during registration with the school and is accessed by the EAL coordinator throughout the year.

## **Statement of Intent**

The school aims to provide the necessary teaching and learning for speakers of other languages, enabling them to develop the essential language skills to access the school curriculum and communicate with staff and fellow pupils on a day-to-day basis.

The school aims to identify individual pupils' needs and recognises the skills they bring to school. All teachers participate in the teaching of EAL students and thus share a responsibility for language development of these pupils.

## **Admissions Policy**

EAL applicants are subject to the same admissions procedures as other applicants. Those with EAL needs identified on the application form, or by their current school may be made known to the school in advance.

## **Aims**

We aim to ensure that pupils who have EAL will use English as a means of learning across the curriculum.

We aim to do this by:

- Providing a welcoming ethos in School and a safe classroom environment.
- Valuing the first language by providing a range of notices, posters, labels and dual language texts in the first language where appropriate.
- Providing appropriate cultural resources where possible and celebrating language and cultural differences.
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition.
- Updating an EAL Register, available to staff to inform planning.
- Differentiation in the planning of lessons, with support from the EAL Coordinator.
- Providing appropriate learning support for EAL children during normal lesson times through Learning Support Assistant led groups.
- Providing funding for resources and training of staff where applicable.
- Recruiting external language tutors to support pupils in the classroom at an additional cost to parents if and when necessary.
- Labelling resources in classrooms using words and where possible pictures or photographs.

## **English as Additional Language Support Plan**

Children who are identified as having EAL and require support to access the curriculum, will be given an EAL Support Plan to help them further continue to develop their English skills. In order to determine what needs the pupil may

present, an initial assessment will need to be carried out via the Class or Form Teacher alongside the EAL co-ordinator. This is completed electronically within the Pupils' Folder in the EAL area on One Drive. The child will be assessed on a Band A to Band E basis. (Band A referring to children who have had no known English, to Band E whereby children are considered fluent within the English Language) against the Bell Foundation framework. The assessment document refers to four key areas that the child will need to develop in order to fully access the curriculum independently; Listening, Speaking, Reading and Viewing, and Writing. Within each band, there are 10 sub-categories to distinguish further what level of ability they may already have within their language development.

Once the assessment has been completed, it will guide Class Teachers and Form Teachers what support is most appropriate in order to continue to develop each child's language skills within the curriculum. Class and Form Teachers will need to come back to this document at the end of each half-term, with the EAL co-ordinator, to reassess and reflect on what areas will need to be developed next. This will help with the creation of the Pupil's Support Plan.

The Support Plan is in place to highlight which areas of language development are necessary at that point in time, as reflected from the initial assessment. The Plan will track the child's progress across the core subjects (English – Reading and Writing, Mathematics and Science). This will take the form of three targets for the half-term and is individual to the child. Targets may be centred around forming basic sentences correctly, understanding and following classroom instructions, or using and applying lesson specific vocabulary, as guided and supported by the Initial Assessment.

The Support Plan is to be written by the Class or Form Teacher with support from the EAL Co-ordinator and shared with parents. The Support Plans are to be saved on the server within the EAL folder, under the specific child's folder, so that specialist teachers are able to review the support that is necessary, and plan and differentiate accordingly. In this way, language is not a barrier, and progress can be maintained within the subject. This is essential, so that the teacher can explain the targets the child is working on currently and provide support for this. This will help aid English development both at home and in school. Resources may be shared with parents to build on targets, such as visual flash cards with dual language wording; phonic sounds and key vocabulary used in the classroom and school, as well as sentence building games. The Support Plan should be updated at the end of each half-term so that progress can be checked against existing targets and new ones may be put into place, following from the reassessment as highlighted above, this is to ensure the use of English is always developing and supporting learning where appropriate.

## **EYFS**

The EYFS statutory framework 2023 states that 'The development of children's spoken language underpins all seven areas of learning and development'. The EYFS profile 2023 'recognises and values linguistic diversity.' and states that, 'Children whose home language is not English should have opportunities to engage in activities in the security of their home language.' To ensure that pupils are able progress in their language development, practitioners must provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. This will be done in collaboration with parents.

In Nursery the pupils are taught through sounds and visual resources, such as the Singing Phonics resource. The pupils learn through role play and using visual objects to reinforce language skills. Sunflowers are affiliated to Surrey County Council and access Race Equality and Minority Achievement Services (REMA's) language resources and dual language books.

In Reception, there is a focus on high frequency words with these being sent home on a weekly basis. Staff use simple vocabulary to ensure that every child understands what is being asked of them and word banks are made available. Children may be partnered with another child or adult who speaks their first language where possible. The LSA can take groups or individuals for separate sessions to reinforce subject specific vocabulary.

Within the EYFS setting it is imperative that whilst children are engaged in activities, either playing with their peers or in a learning scenario, they are able to communicate with one another, foster a good understanding of English and allow their fluency of the language to develop. This support may be in the form of:

- The use of visual cards, with both native language and English that will allow the child to express an emotion or need.

- Explaining and recapping daily key words and phrases that support the child to communicate their needs.
- Daily recapping of phonic sounds and blending, to encourage the progression of both reading through decoding and spoken English.
- Daily sentence building, orally and in written form when appropriate, such as: how to ask questions, and explain how the child is feeling.
- Pre-teaching key vocabulary related to a topic in English with picture clues and native language when necessary, to ensure understanding.
- The use of visual picture clues with clear modelling to ensure clarity within an activity.
- The use of a clear voice to correctly model spoken English and encourage dialogue.

### **Lower and Upper School**

Data presented in: 'English Proficiency of Pupils with English as an Additional Language' (February 2020), highlighted the importance of language development for pupils who are new to English or are continuing to refine their proficiency and fluency in the language. Pupils who are recorded to be more fluent were shown to meet the expected standard at the end of Key Stage One and Two. However, children who are less secure in English are shown to make less progress in 'Reading' and 'Writing' compared with other core subjects such as 'Mathematics' and 'Science'. Therefore, in Lower and Upper School, there is a continuation of exposure to high frequency words in the classroom.

Year Groups have access to word banks to support development of language and understanding across the curriculum. Children may be partnered with another child or adult who speaks their first language where possible. The LSA can take groups or individuals for separate sessions to reinforce subject specific vocabulary and to further develop reading and comprehension skills. The EAL coordinator will monitor and update the register of children with EAL within the school. This will be completed in two stages, one register to track all children who have English as an additional language. The second register will track children who require support as a result of their EAL. This register will display the child's specific area of need, what intervention is being carried out to support them, how frequent the support is and who is carrying out the support. All staff will have access to this register, staff will also be able to liaise with the EAL coordinator to add children who are not on the register or if a child presents a need to be added to the register and supported further. The EAL co-ordinator can support staff with allocation of resources to help support differentiation.