



English as an Additional Language (EAL) Policy

This policy is in line with the strategy of the school. Our purpose at Langley is to enable every young person to flourish and positively contribute with confidence. This is achieved by ensuring that the school is a **community of opportunity and excellence**. We celebrate achievement and encourage all pupils to take ownership, contribute, expect high standards and make good things happen for themselves and everyone around them. Policies give the framework and procedural guidance to allow this to happen.

Rationale

We celebrate the fact that some of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Langley Prep School endorses the DfE definition of "first language" as "the language to which a child was initially exposed during early development and continues to be exposed to in the home or community". English as an Additional Language (EAL) pupils may be:

- Newly arrived from a foreign country and school.
- Newly arrived from a foreign country but an English speaking school.
- Born abroad, but moved to England at some point earlier in their childhood.
- Born in the UK, but in a family where the main language is not English.

Before the children join us, we ensure that the school is made aware if English is an additional language for them so that we can support the children effectively; particularly in the younger years when their language skills are evolving. It is important to embed their own language into the developmental journey through play and exploration.

Several of our children have particular learning and assessment requirements, which are linked to their progress in learning EAL.

Children who are learning EAL have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims

The LPS curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the

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principles of fairness and justice for all through the diverse education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001 and the Equality Act (2010), which states that:

“Schools in the UK have a statutory obligation to promote equality of opportunity for pupils whatever their race, religion or belief as well as other protected characteristics.”

At Langley Prep School teachers take action to help children who are learning English as an additional language by various means.

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- displaying key vocabulary.
- providing additional time.
- providing support to process instructions, develop their phonics knowledge/reading comprehension skills and apply spelling rules.
- explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- encouraging children to transfer their knowledge, skills and understanding of one language to another.
- building on children’s experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children’s ages and levels of learning.
- providing support through ICT, video or audio materials, dictionaries and translators or readers.
- using the home or first language where possible.
- setting targets in literacy for targeted children.

Curriculum access

Provision is made as and when necessary for pupils with EAL and the school ensures that requirements are fulfilled within the delivery of a suitably differentiated curriculum.

An EAL register is kept by the Deputy Head Academic. Although we have few, children who are not completely fluent in English, any child to whom the above definition applies will feature on our EAL register and staff made aware of the possible extra-time and support needed to

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ensure they are given the best conditions to process instructions, develop their phonics knowledge/reading comprehension skills and apply spelling rules. On the register, we differentiate between:

English as an Additional Language (EAL) – children whose first language is NOT English, irrespective of their proficiency levels in English.

Bilingual or plurilingual children – children whose first language IS English but who are fluent in one or more other languages.

Children with EAL do not produce separate work, unless within a focused target intervention group.

We may on occasion withdraw children from lessons to receive EAL support in order to support set targets and those in need of additional small group work. The Learning Support Department also work in partnership with class teachers within classrooms to support EAL children. This involves supporting individual children or small groups of children.

In the Early Years we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

The Early Years team help children learning English as an additional language by:

- building on children’s experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another.
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- providing opportunities for children to hear their home languages as well as English where possible and integrating opportunities to use their home language through play and exploration.

Mr Siv Sears and Mrs Angela Smith, EAL specialists at Langley Senior School, help us identify the specific needs of EAL children and suggest the best support which should be put in place.

Assessment

We carry out ongoing recording of attainment and progress in line with agreed school procedures for EAL children, monitoring the progress made and highlighting children in need of targeting for focus support.

Monitoring

The implementation of this policy will be monitored by the Governing body, Head of Prep and Senior Management Team.

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