St. Helen's College

English as an Additional Language (EAL) Policy

This is a whole-school policy which includes the Early Years Foundation Stage

Statement of Aims

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language.

The school will identify individual pupils' needs at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- use English confidently and competently;
- use English as a means of learning across the curriculum and
- where appropriate, make use of their knowledge of other languages.

Context of School

St. Helen's College is an independent, co-educational, preparatory school. The school currently has children on roll from a variety of faith backgrounds and of mixed ability.

Key Principles for Additional Language Acquisition

All teachers are responsible for assisting EAL pupils in their language development. Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.

Language develops best when used in purposeful contexts across the curriculum.

Effective use of language is crucial to the teaching and learning of every subject.

The language demands of learning tasks need to be identified and planning should take account of these.

Access to learning requires attention to words and meanings embodied in each curriculum

area. Meanings and understanding cannot be assumed and need to be explored.

Teachers play a crucial role in modelling correct uses of language.

Additional support is best seen as an integral part of the curriculum and lesson planning.

A distinction is made between EAL and CAN (Children with Additional Needs). Having a home language other than English is not a learning difficulty. EAL pupils are not placed on the CAN List unless they also have additional needs.

Language is central to our identity. Therefore teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge. It is important to keep asking children about this year on year as they move through the school into new classes.

All languages, dialects, accents and cultures are valued; however, the school aims to teach Standard English.

Identification

At St. Helen's College we believe children can be categorised as EAL if their first language is not English. There are very few children who fall into this category. However, we are aware of a much wider group of children who are not necessarily exposed to good quality English outside of school and who speak and hear additional languages, even though English is considered their first language.

Children with defined EAL are generally identified early in their school career. These children are put on the EAL Register or are monitored through termly Pupil Progress meetings. If there is any uncertainty about EAL in EYFS, the SENCo/Class Teacher may discuss home languages with parents and may also complete the Wellcomm S&L screening assessment available for children up to and including Year 1.

To help identify the larger group of children whose English language acquisition needs support, the EAL Coordinators compile a school wide 'Home Languages List' based on 'Proficiency in English' scale. This is shared with class teachers and other relevant staff so that they are aware of this group of children who, whilst they might not be EAL, do have other language input at home.

EAL pupils will need varying levels of provision. For the purposes of planning appropriate provision and communication between staff, EAL pupils' competence in English follows the DfE's 'EAL Stages of Proficiency'. The stages are described in Appendix 1. There is a more detailed document for use by teachers in Google Docs.

Copies of the EAL Register, Home Languages List and 'Proficiency in English' document are kept in the CAN section on Google Docs. They can also be accessed via the CAN page on the Learning Portal.

Responsibilities

The EAL Coordinators are responsible for:

- Maintaining and updating the EAL Register and Home Languages List. (NB - all parents are asked to check and update the Data Collection Form annually, which provides us with information for our Home Languages List).
- Disseminating the EAL Register and Home Languages List to all staff.

- Providing further information about pupils on the lists to staff as necessary.
- Responding to requests for information about EAL pupils from other agencies.
- Coordinating and monitoring the EAL support sessions run by TALAs.
- Monitoring provision being made for EAL children by staff.
- Providing staff with additional information and resources about EAL through the CAN/EAL Learning Portal site.
- Arranging and/or implementing staff CPD concerning EAL.
- Maintaining and updating the CAN/EAL Learning Portal site.

The class teachers are responsible for:

- Planning the content of any ongoing EAL interventions run by themselves or TALAs.
- Having an up-to-date knowledge of which children are on the EAL Register and Home Languages List in all of the classes that they teach.
- Making provision for the EAL children within their classes through good quality planning and differentiation.
- Discussing individual EAL issues with parents and informing the EAL Coordinators when relevant.
- Providing resources for EAL pupils within class-based lessons.
- Sharing their plans with support staff who will be in lessons with them and directing them towards which children they are required to work with and what support they would like given.

The TALAs are responsible for:

- Running EAL intervention sessions as advised and planned by class teachers.
- Providing feedback to the EAL Coordinators about their EAL intervention sessions.
- Providing relevant feedback to class teachers about their EAL intervention sessions.

Teaching and Learning

Staff will share planning with support staff. Medium term planning should demonstrate differentiated opportunities matched to the individual EAL pupils' needs. Liaising regularly with the TALAs will ensure they work effectively with children when asked to do so.

Language is best learned in context so it is recommended that the support given is in the classroom and not in isolation. The pupil will be integrated as fully as possible and on the whole their needs should be met within the classroom.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Teachers adapt grouping arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Pupils who have EAL will learn English most easily if they have:

- a positive, secure and helpful environment;
- clear and focused new language items in a meaningful context;
- extra thinking time to process and answer both orally and in written form;
- opportunities to participate in collaborative group work;
- lots of speaking and listening opportunities;
- effective role models of speaking, listening and reading;
- additional verbal support e.g. alternative phrasing, peer support and repetition;
- additional visual support, e.g. pictures to support presentations, posters, non-verbal cues, demonstrations etc;
- access to bilingual resources, e.g. on-line support, key word lists, dual language books & bilingual dictionaries;

- subject-specific spelling lists;
- vocabulary work that covers the technical as well as the everyday meaning of key words;
- opportunities for role play;
- regular feedback and
- opportunities to attend EAL support sessions run by teachers or TALAs.

There is a more detailed list of strategies that teachers and TALAs can use to support children on Google Docs.

Early Years Foundation Stage

The EYFS helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that their experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and adults;
- providing support to extend vocabulary;
- providing good speaking role models in both adults and children and
- providing good examples of written English through the use of classroom labels.

Planning, Monitoring and Evaluating

The list of EAL children is available to all staff so that they are able to implement strategies where necessary and teach appropriately.

Factual Information is gathered about:

- the pupil's date of entry;
- the pupil's linguistic background and competence in other languages;
- the pupil's previous educational and schooling experience and
- the family and biographical background.

Staff regularly observe, assess, record and evaluate information about pupils' developing use of language through informal assessment, marking of books, English learning logs and reports.

Assessment

Assessments are checked for cultural bias and action will be taken to remove any bias identified. Support provided will be regularly evaluated as to its effectiveness.

Challenge for All

The school recognises that children needing EAL support may not have CAN needs. However, should CAN needs be identified, EAL pupils will have equal access to CAN provision. Equally, the school recognises that there may be EAL pupils who are particularly able in some areas, in which case appropriate challenges will be provided.

Resources

- Displays and resources should reflect linguistic and cultural diversity.

- Resources for reading and writing are monitored for cultural accessibility.

- A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, keywords lists, bilingual dictionaries, dual language books, taped materials, computer software, etc.

- A list of useful websites can be found in the EAL section of the Learning Portal.

Parents/Carers and the Wider Community

- We provide a welcoming admissions process for the induction of new pupils and their families/carers.
- We respect and celebrate the linguistic, cultural and religious backgrounds of our parents/carers.
- Teachers work collaboratively with parents to ensure language acquisition is consolidated at home.
- Where appropriate we will work closely with members of the wider community to support our EAL pupils.
- If appropriate, EYFS teachers encourage parents of EAL children to find opportunities to engage and socialise with lots of different children/parents in the class whenever possible.
- If necessary, EYFS teachers might ask PA representatives from their class to take on the responsibility of introducing EAL parents to others and support them.

Staff Development

- Staff have access to the CAN/EAL Learning Portal site which has information about ways in which to provide support for their EAL children.
- Staff will have opportunities to undertake professional development to ensure that provision for EAL pupils is appropriately delivered.

Conclusion

The provision for EAL is constantly being reviewed and developed.

It is hoped that by raising our awareness of the individual needs of the EAL pupils we can establish priorities and provide clear procedures and therefore allow them a very effective education.

Person(s) Responsible	DH, NM
Date	January 2025
Review Frequency	2 Years
Next Review	January 2027

Appendix 1

Proficiency in English
A New to English
May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B Early Acquisition
May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C Developing competence
May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D Competent
Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E Fluent
Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.