

Durston House

English as an Additional Language (EAL) Policy

Aims of the Policy

- to ensure that pupils with English as an Additional Language (EAL) at Durston House are given the appropriate support to enable them to access the curriculum and reach their full potential
- to set out the school's aims, objective and strategies with regard to recognising and meeting the needs of EAL pupils, in line with the requirements of the Race Relations Act 1976

Objectives of the Policy

- to identify and assess the needs of individual EAL pupils
- to ensure that staff are aware of the needs of EAL pupils
- to provide the correct level of support for each child
- to complement the **Entry Assessment Procedures**

Introduction

This policy applies to all pupils at Durston House, including those in the EYFS.

An EAL pupil is a pupil whose first language is not English, but is learning English as an additional language. This definition encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

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

All children need to feel safe, accepted and valued in order to learn. This includes recognising and valuing the children's home language and unique culture. At Durston House, bilingualism and multiculturalism are viewed as assets that should be actively supported. The cultural, linguistic and educational experiences that pupils with EAL bring to the school are welcomed and valued. Where appropriate, pupils will be encouraged to share their language skills with other pupils.

How are EAL Support Pupils defined at Durston House?

We are aware that EAL pupils will need varying levels of provision. Most may not need any extra support at all and are able to access the curriculum and integrate fully in school. At Durston House we define an '*EAL Support Pupil*' as one who needs extra support in spoken and/or written English to enable him to access the curriculum at this school.

How are EAL Support Pupils identified at Durston House?

The majority of pupils enter Durston House in their Reception year, at which point admission is non-selective. Parents of all boys new to the school complete a Confidential Information for Pupil Records form that asks for the pupil's nationality and languages spoken at home. This form is used as a starting point for the identification of EAL support needs in Reception.

For boys who do not join Durston House at Reception, but in a later year, an academic assessment is carried out in line with the normal Entry Assessment Procedures. For these pupils, a sufficient level of competency in both spoken and written English is expected.

What provision is made for EAL Support Pupils at Durston House?

During the Reception year, EAL Support Pupils are supported by the Class Teacher and the Teaching Assistant and their progress is continually monitored. The small classes and the high adult-to-pupil ratios, 1:8, enable the majority of such pupils to make good progress in their language development, whatever their starting point.

A range of opportunities for EAL support pupils to engage in speaking and listening activities with both adults and peers is provided, along with support to extend vocabulary. The classroom is viewed as the ideal environment for language learning as it offers pupils the chance to practise all four language skills (speaking, listening, reading and writing), hence time out of lessons is avoided.

When planning differentiated work, teachers consider the linguistic barriers faced by EAL pupils in their class and adapt resources and teaching strategies accordingly. Examples for such adaptations and arrangements are:

- using collaborative learning techniques, including grouping children in a manner that allows EAL pupils to hear good models of spoken English
- ensuring that vocabulary work covers technical terms as well as the meaning of everyday key words, metaphors and idioms
- recognising that EAL Support Pupils need more time to process and answer both orally and in written format

Who is responsible for the identification and provision of support for EAL Support Pupils?

The Form Teachers are responsible for identifying EAL pupils and monitoring their progress. Any concerns about their language and literacy skill development are brought to the attention of the Head of Pre-Prep. A meeting is held with the Head of Learning Support, who coordinates EAL provision, to discuss appropriate strategies. Further assessments may be undertaken, including the British Picture Vocabulary Scale (BPVS), in the event of a pupil not gaining the expected language and literacy skills towards the end of the Reception year.

Should difficulties persist, Class Action may be planned to address the specific needs of the pupil. If the interventions are not thought to be effective, an Individual Progress Plan (IPP) will be drawn up and agreed with the parents. One-to-one support or additional small-group interventions may be scheduled, if appropriate.

In addition to in-class observation and assessment, particular attention will be paid to the boy's tracked results in Standardised English Assessments each year.

How can parents of an EAL Support Pupil support the development of their son's English language and literacy?

At all stages, the parents of an EAL Support Pupil will be made aware of his status at Durston House and involved in decisions regarding how best to support him. The parents will be encouraged to support the language development of their son outside of school, for example by

- enrolling their son in extra-curricular activities which may boost his command of the English language
- arranging for play dates and other social contacts with English-speaking children
- exposing their son to the language through suitable material, such as books, story tapes or films.

Evaluation of this Policy

This policy will be evaluated triennially by the school, amended where necessary and approved by SMT.

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