



English as an Additional Language (EAL) Policy

Information for Parents: This policy is available on request.

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

COVID-19 Pandemic

We have enhanced our exacting standards to a new level across all aspects of school life as necessary. Changes are implemented based on guidance received from HM Government, Public Health England, H&S Executive, the ISA and our Local Authority.

We confirm that we have complied with the guidance as detailed in the government's directive to manage the risk of COVID-19 in school. We are receiving the full support of our Trustees, Governing Body, Staff and Parents.

As we are managing a Public Health issue, the nature of the guidance and advice is constantly changing. As a result, our internal policies, practices and procedures are continuously being reviewed and immediately updated. Therefore, the information contained in this document may change without notice.

Introduction

The term EAL is used when referring to pupils where the mother language at home is a language other than English.

A child must not be regarded as having a learning difficulty solely because the "language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home" (section 20(4) of the Children and Families Act 2014). However, students for whom English is an Additional Language will be provided with appropriate support.

This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

The aim of this policy is to 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. Teachers aim to ensure that all students for whom English is an Additional Language have the chance to fulfil their academic potential and have access to the full school curriculum.

We will assess the skills and needs of EAL pupils and give appropriate provision throughout the school. We will liaise with parents to achieve EAL pupils in becoming confident and fluent in speaking and listening, reading and writing in English. We will recognise and encourage this alongside their parent's development of their child's own language skills in their mother tongues.

We welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School; and recognise the importance of maintaining pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages and cultures. This can be facilitated for example, by providing opportunities to share festivals and celebrations during 'Big Talk' or 'Show and Tell'.

EAL Assessment Identification and Review

The School Registration form identifies pupils with English as their second language. The need for EAL support is identified at point of entry into the school or at any point during a child's time here. The Head of EAL has responsibility for coordinating provision and monitoring progress of EAL pupils once the need has been identified by the class teacher. Along with the class teacher the Head of EAL will liaise with parents to discuss the best ways for helping the child become more fluent in English. The Head of EAL will also be responsible for reviewing the progress of those EAL children identified as requiring support termly.

Gifted and Talented

We recognise that children for whom English is an Additional Language may well be Gifted or Talented. If it is found that a child's lack of English is prohibiting a student from fulfilling their potential, additional EAL support can be provided to alleviate this.

Special Educational Needs

The school recognises that EAL is not a special educational need. However, should SEN needs be identified; EAL children will have equal access to the school's SEN provision.

Equal Opportunities

We provide equal opportunities to all our children, regardless of gender, race or disability. For more information about equal opportunities please refer to our Equal Opportunities Policy. We value every member of the school community and recognise the teaching each child receives should respect and support the child in every way possible.

Curriculum

The school recognises the responsibility to ensure that each student accesses the full school curriculum. Teachers have responsibility for providing effective learning opportunities for all students by providing relevant and appropriately challenging work. Teachers are expected to:

- Set suitable learning challenges
- Respond to children's language needs
- Overcome potential barriers to learning and assessment for individuals and groups of students that do not have English as their first language

Staff Development

The school recognises that staff may need to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.