



EAGLE HOUSE
SCHOOL

Academic Year 2023 - 2024

Document Control

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Purpose of the policy

This policy relates to the whole school including the Early Years Foundation Stage. This policy describes the way in which the School meets the needs of children with English as an Additional Language (EAL). Pupils with EAL needs will have access to the whole school curriculum and will be fully integrated into the School. The School wishes to support all of its pupils who have EAL needs to become effective learners who flourish. The policy takes account of the SEND Code of Practice 2014 which recognises that pupils with EAL needs often have a linguistic rather than a learning or cognitive difficulty. At the same time, when pupils who have EAL needs do not make the expected progress, it should not be assumed that their language status is the only reason and they may be referred to the Learning Support Department for assessment in accordance with the SEND policy.

The School is committed to observing the principles of the Equality Act (2010). The English as an Additional Language (EAL) policy has been developed alongside other school policies, by the Head of Learning Support, in consultation with the school staff, Senior Leadership Team and Governors.

Vision

At Eagle House we aim for all children to have access to the right tools at the right time to enable them to flourish and be their best, through staff that are well trained, knowledgeable, skilled and confident to deliver high quality teaching and learning for all.

Eagle House welcomes pupils from diverse cultural backgrounds and among the School's population there is a proportion of children with EAL needs. Pupils joining Eagle House who are of nationalities/cultures where English is not the first language will be given appropriate support to become confident and capable in the use of English and to integrate fully into the life of the school.

Aims of this Policy

- To welcome pupils of other nationalities/cultures where English is not the first language.
- To make integration into the new environment as smooth and positive as possible.
- Meet the needs of any pupil in the School, including those who have EAL needs, within the mainstream curriculum, using English as the language of instruction.
- Offer full access to a broad, balanced and relevant education to pupils with EAL needs.
- Ensure that no pupil is discriminated against, in any area of school life, on the basis of their cultural/language needs.
- Work collaboratively with academic and pastoral staff to support the English needs of a pupil as effectively as possible, in order to narrow the attainment gap between EAL pupils and their peers.
- Regularly monitor pupils' progress to ensure that difficulties in achieving their potential are detected as soon as possible.
- Recognise and value the importance of the pupil's first language and the additional experience and perspective that this brings to the School.
- Involve parents in any key decisions relating to their child's EAL programme. Pupils should also play an active part in this process.

Admissions

The School admits pupils with EAL who fulfil the admission requirements (refer to the Admissions Policy). Parents are asked to discuss with the Registrar any reasonable adjustments that need to be put in place, providing relevant documentation to provide further information, in advance of an offer of a place in the School, to help the School fully understand the context for admission. Once the School's admission procedures are met, information regarding the history of an EAL pupil's English language learning will be passed on from the Registrar to the Head of Learning Support and then disseminated. All new EAL pupils have their English assessed using the online Oxford Placement Test

for young learners, or similar diagnostic tool. Those students who are identified as needing EAL support are then assessed by the Head of Learning Support to ascertain level of need. The level descriptors are in accordance with the Common European Framework of Reference (CEFR) for languages.

Procedures and Support

- All staff are familiar with the EAL Policy and their role in implementing it.
- The Head of Learning Support will work closely with academic and pastoral staff in order to plan a programme of individual EAL lessons, as required.
- The school will make use of baseline data and internal examination results for screening, diagnostic purposes and for shaping pupils' individual programmes, where needed.
- The Learning Support department will ensure that EAL information are accessible to all teaching and learning support staff.
- Where required, 1:1 EAL teaching is provided based on a programme of individual lessons which build on the core language skills as well as being relevant to the School's curriculum.

Evaluation

Eagle House is committed to excellent standards of teaching and learning. This means that high quality inclusive teaching, ensures that planning and implementation meets the needs of ALL pupils, including those with EAL Needs. Teachers carefully consider and adapt their teaching to promote the progress and development of all pupils, in addition to support by specialist staff. Intervention programmes are adjusted regularly based on pupil progress.

EAL in EYFS

Before children join Eagle House School, parents are required to submit registration forms indicating whether a child speaks a different language at home. This information is passed on to staff and the appropriate steps can be carried out to ensure the child has an understanding of his/her surroundings and start prompting the use of English. Various strategies are implemented across the classes. Signs and visual aids are used throughout the Junior School, demonstrating to children the word and the meaning. Staff use facial expression, eye contact and body language to give as much information as possible. Equipment, resources and display boards are labelled clearly for both children and parents to read. Parents are asked for everyday words that they use at home, which can then be used in class. Parents are also invited to a drop-in session to engage in activities with their child's group. Parents are regularly informed of progress or key words which have been used in class that week by keyworkers

Consultation with parents

We will do all that is reasonable to report and consult with parents about their child's language needs. Parents may discuss any concerns which they have with a pupil's teacher at any point during a term but also have the opportunity formally at Parent-Teacher Meetings. Parents of pupils who are receiving support from the Learning Support Department are invited to liaise with the relevant Learning Support teacher each term to discuss the pupil's progress towards the agreed targets. The Learning Support Department operates an open-door policy and the Head of Learning Support is available to meet with the parents of any pupil to help with any concerns regarding learning at any time with prior arrangement.

The Teaching and Learning Committee meet to discuss academic matters and the Pastoral Care Group meet to discuss the well-being of the children, on a weekly basis. The Head of Learning Support attends these meetings where children who are of concern are raised and discussed.

Minutes are circulated to all staff to ensure dissemination of information and that any appropriate action or intervention is implemented.

Charging

If a child requires more specific interventions or individual support, this is charged. The current charges for 1:1 are £25 per 30 mins. The number of sessions required depend on the needs of the child. Small group work within Learning Support are not charged. The charges for the sessions are set and reviewed by Governors. Parents will be notified of any changes to the charges. Fees are charged termly and invoiced at the end of the term. Parents are only charged for sessions the child attends.

Review

This Policy is reviewed and ratified at least Annually.