



English as an Additional Language Policy

This policy should be read in conjunction with: The SEND Policy.

Introduction

This policy details the School's arrangements to recognise and meet the needs of pupils who are learning English as an additional language (EAL). That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the School. Throughout this policy and in other related policies and documents, these pupils are referred to as 'EAL pupils'.

Context

Pupils who have a home language other than English do not form a homogenous group. We have had pupils with Japanese, Mandarin, Cantonese, Russian, German, French, and Spanish as home languages. There is a separate entrance examination for EAL pupils which requires them to have a minimum standard in English.

Pupils with more limited English language skills are immersed in using English in the curriculum and broader School life. Often, and especially with EAL pupils in the Junior School or Key Stage 3, the acquisition of spoken English is so rapid that such pupils are soon able to access all areas of the curriculum. Where this is not the case, pupils will receive extra EAL lessons either instead of a curriculum lesson or in a study period. Extra help is also provided to girls in College who are able to access the full curriculum but need some extra tuition primarily in preparation for IELTS.

Aims and Objectives

The School aims to:

- be active in the removal of barriers to learning and success for EAL pupils
- ensure EAL pupils have equal access to the curriculum and other educational opportunities
- ensure EAL pupils fulfil their educational potential
- provide a safe, welcoming, nurturing environment where EAL pupils and their families are accepted, valued and encouraged to participate fully in the School community

Responsibility of Staff for Supporting EAL Pupils

- All staff are responsible for ensuring that their planning meets the needs of all pupils including those with EAL
- All staff should act upon advice given by the EAL coordinator
- All staff should make suggested adjustments to delivery and presentation of resources where necessary
- All staff share responsibility for the integration of pupils with EAL in their lessons
- All staff should consult the information on EAL pupils provided by the EAL coordinator
- All staff will liaise with guardians or parents when reporting on progress
- Heads of Year/Personal Tutors will liaise with guardians or parents on pastoral issues

Responsibility of the EAL Coordinator

The EAL coordinator will:

- inform staff of EAL pupil needs, through annual CPD training days and when/if further information becomes available
- respond to requests for information on EAL pupils
- liaise with pastoral staff on EAL pupils
- liaise with subject staff and monitor progress

Date of Review: Autumn Term 2020

Date of Next Review: Autumn Term 2022

Reviewer: Deputy Principal

- liaise with the Examinations Officer to ensure appropriate access arrangements are in place for internal and public examinations, where necessary

Teaching and Learning

EAL pupils will:

- have access to the whole curriculum
- are taught with their peers
- are placed with fluent English speakers who will provide them with a good language model
- are placed in sets to match their ability

Teaching staff will:

- plan for and provide appropriate stimuli for language development
- provide opportunities for younger children to use their home language in play and learning
- encourage EAL pupils to use English by generating opportunities for active participation in lessons
- plan for teaching and learning of subject specific vocabulary
- use visual support of all kinds, as appropriate
- encourage the use of bilingual dictionaries where necessary
- consider language use and provide suitable contextual clues for EAL pupils
- be aware that School culture and environment (e.g., teaching; learning; routines and practices) may differ from the School culture that EAL pupils have previously experienced
- plan for and provide specific time for pupils with EAL needs, if necessary
- be aware that an EAL pupil's social language may be more advanced than their academic language
- liaise with the Head of EAL as and when appropriate

Early Years

In the Early Years we extend the children's English vocabulary by creating personal books with photographs of key places, objects and people to develop and extend their English language. Parents and teachers build a personal dictionary for the children so that parents can support their language development at home. Children are encouraged to use their home language whilst at play and staff actively promote older girls or staff who speak the same language to come and talk to and play with the children.