



## 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.

All pupils are immersed in the curriculum using English and the acquisition of spoken English can be rapid, although support with other language skills such as reading is often still needed. Where this is not the case, pupils will receive extra EAL lessons either instead of a curriculum lesson, during break time, after school or in a study period. Extra help is also provided to pupils in Year 10 and College who need some extra tuition in preparation for internationally recognised English language exams such as Cambridge B2 First Certificate in English and IELTS.

Currently, boarders receive 30 minutes of English language tuition per week (if necessary) as part of their tuition fees. If they require more support, parents/ guardians are contacted to approve additional costs.

Day pupils who require English language support are required to pay for any support provided (i.e. none is included in current fee structure).

### Aims and Objectives

The school aims to:

- be active in the removal of barriers to learning and success for EAL pupils
- 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

Date of Review: September 2024

Date of Next Review: September 2026

Reviewer: Deputy Head (Senior School)

- 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
- liaise with the Examinations Officer to ensure appropriate access arrangements are in place for internal and public examinations, where necessary
- assess pupils' proficiency level upon joining The Mount
- keep EAL register up to date to ensure that it keeps pace with pupil progress
- schedule extra English language lessons with pupil if required.

### **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.