English as an Additional Language (EAL) Policy

This whole school policy also applies to the Prep School

Definition

This policy sets out the aims and objectives of assisting pupils for whom English is an additional language at Tormead School.

The government defines EAL learners as follows:
'*a pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration*.' (DfE Schools, Pupils and their Characteristics July 2020)

Tormead has pupils on roll who are exposed to a different language at home. In practice, for nearly all of these pupils English is their dominant language. However, for a few pupils we judge to deem extra support, Tormead recommends such support outlined further in the policy.

Tormead aims to promote equality of opportunity for all learners for whom English is an additional Language (EAL) and to deliver a broad, balanced curriculum which reflects the needs of these children. These aims are in line with the school's ethos of promoting inclusivity and tolerance, the promotion of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer.

Aims and Objectives

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.
Tormead aims to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:
Provide a welcoming atmosphere for newly arrived pupils with EAL.

- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English
- Promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- Actively liaise with parents to help them to support their children's learning.

EAL Provision in Tormead Senior School

In Senior School it is recognised that some pupils may require some support with English. If a concern is raised by a teacher about a pupil, a questionnaire is circulated to ascertain the level of need and the parents are informed and, depending on the outcome of the questionnaire, advised to contact our peripatetic EAL teacher and the pupil will continue to be monitored closely. Teachers support the pupils by using strategies such as:

- writing up key terms or difficult spellings
- providing a list of key terms and definitions
- extending their explanations for clarity
- the pupil at the front of the class for ease of linguistic support
- Encouraging the pupil to attend subject surgeries

This list is not exhaustive, and any strategies will be tailored to the individual pupil's needs.

In addition, all staff members will be responsible for:

- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their
- next stage of learning.

The needs of pupils with EAL are considered by teachers when planning lessons in the Senior School. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available such as subject specific words glossed, and home language dictionaries and textbooks provided.

EAL Provision in the Prep School

In class support – most targeted EAL pupils will receive additional support from Learning Support Assistants (TAs) in some of their lessons in Pre-Prep. The TA provides the Pupils with guidance, encouragement and strategies to improve their English language skills. EAL Pupils working at Stage A should be 'buddied up' in lessons so they have good role models within the class who can show good use of the English language.

Language enriched teaching – teachers are expected to differentiate their lessons according to the needs of their pupils. When teachers have EAL pupils in their class, they should support them through a variety of strategies, such as revision of key words, using visual cues, printing instructions for pupils, translating instructions where appropriate and including oral work in every lesson.

During all of these sessions, the pupils are encouraged to talk about their first language, and previous country (if relevant) to build their pride in their heritage.

Pupils are also encouraged to attend Homework Club where they will receive assistance with language.

If appropriate and reflective of a pupil's normal way of working, Tormead Preparatory School will

provide EAL Pupils with the use of bilingual translation dictionaries and/or translation pens.

Defining EAL

An EAL pupil is a pupil who has English as an additional language. This includes pupils who are fully bilingual and all those at different stages of language acquisition. Our EAL pupils may be:

- New Arrivals (from a foreign country and school)
- New Arrivals (from a foreign country but an English-speaking school)
- Born abroad (but moved to England at some point in their childhood)
- Born in the UK (but their family do not have English as their first language)

Within Tormead School, the following EAL stages are used:

- A = New to English
- B = Early Acquisition
- C = Developing Competency
- D = Competent in English
- E = Fluent in English
- N = Not yet assessed

Identification

Initial information is gathered from parents / guardians, and also from previous Primary schools. This information is then analysed and from there it is decided whether further assessments need to be made.

Assessment

In order to decide which EAL stage is most appropriate for each EAL Pupil, assessments are be made through a variety of methods:

An analysis of the initial identification information from parents / guardians and previous schools may include:

- Entrance paper
- Work sampling
- Staff comments and observations
- Input from pupils themselves

Pupils will then be assigned an appropriate EAL stage from A-E (**see Appendix**) and this information will be loaded onto the EAL register. Staff will be able to access all relevant information. Using this information, decisions will be made on the most appropriate provisions for individual pupils.

If it is felt that a pupil would benefit from 1:1 EAL sessions, parents will be contacted by the School. If the parents agree to EAL support sessions they will be charged a small fee for the lessons. The EAL teacher will prepare an Individual Support Plan (ISP) setting achievable and measurable targets related to the pupil's needs. ISPs are shared with the parents and if age-appropriate, shared with the pupil as well. Further communications will be provided on an ad hoc basis.

Working with parents

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Suggest interpreters for meetings when needed.

- Ensure the language used in letters to parents is clear and straightforward.
- Encourage parents to attend parents' evenings and participate in school functions.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

Pupils with SEND

A child is not regarded as having SEND solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Record Keeping and Monitoring

The EAL register contains the following information:

- Pupil's name and tutor group
- Languages spoken at home
- EAL stage
- Individual provisions in place if appropriate.
- Any concerns

The EAL register at Tormead School is a live document, updated as pupils arrive. We have pupils from a range of countries, and the celebration of this diverse pupil population is embedded throughout the school.

Appendix 1

Code Description

A	**New to English** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	**Early Acquisition** May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	**Developing competence** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	**Competent** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks
E	**Fluent** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
N	**Not yet assessed.**