



Donhead Preparatory School

English as an Additional Language Policy (EAL) including EYFS

Introduction

This policy helps the school to achieve its Mission Statement in the following areas:

1. The pursuit of excellence.
2. Welcoming all.
3. Helping those who need our help most.
4. Care for the individual.

Definition of EAL

Definition: A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.

EAL pupils may be:

1. Newly arrived from a foreign country and school
2. Newly arrived from a foreign country, but an English-speaking school
3. Born abroad, but moved to the UK at some point before starting school
4. Born in the UK, but in a family where the main language is not English.

Aims and Objectives

1. To ensure that we meet the full range of needs for those children who are learning English as an additional language.
2. To raise the achievements of pupil with EAL.
3. To raise the confidence and self-esteem of pupils with EAL.
4. To allow pupils with EAL to have equal access to a broad and balanced curriculum, with continuity and progression.
5. To equip pupils with the knowledge, skills and understanding required to participate fully in all aspects of school life while maintaining their own cultural identity.

Assessment

An assessment of basic command of the English language is undertaken prior to offering a place at the school. After this assessment a view is taken as to the level of provision required by the pupil depending on their proficiency in English. Donhead follows the Bell Foundation's EAL Framework for Primary schools which covers the four strands of language knowledge and use, Listening, Speaking, Reading and Viewing and Writing that are represented by five Proficiency bands: A, B, C, D or E. Please see more information in the table below.

Proficiency Band	Description	Possible support
A	New to English/Beginning	The child can cope with the school day if he is in Learning Support Sets for Maths and English and has some 1:1 provision from a teacher of EAL. This provision is paid for by the parents.
B	Early acquisition/Emerging	The child can cope without 1:1 support in a Learning Support Set for Maths and English, with a differentiated curriculum.
C	Developing competence/Expanding	The child can cope in mainstream classes with a differentiated curriculum.
D	Competent/Diversifying	The child can cope in mainstream classes without a differentiated curriculum.

E	Fluent	The child can cope in mainstream classes without a differentiated curriculum.
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Following the assessment, the class teacher will set appropriate targets, in liaison with the SEND team, if necessary, which will be reviewed termly as part of the termly Progress Review Meeting.

Planning

All class teachers will ensure that work is planned to meet the needs of the EAL pupils. Plans must show evidence of this and allow for meaningful speaking and listening activities-to support English acquisition.

Monitoring

The class teacher will monitor the quality of support for EAL pupils and the progress made by EAL pupils through pupils' books, teaching & learning, assessments and planning.

Our school aims to address the needs of EAL pupils within the classroom through differentiation and adaptations as part of Quality First Teaching. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support. This applies to students at Band A and B and will only mean that a student has one additional session per week, which will be reviewed termly. Additional work to complete at home may also be provided, on request/if needed and as agreed/advised by the class teachers. If more intensive support is deemed necessary and/or requested by the parents, this will be arranged at an additional cost.

Progress

The progress of EAL pupils will be reviewed at the end of each term at the Pupil Progress Meeting. As a result of this review, additional support may continue as normal, may be increased, decreased or discontinued. These recommendations will be communicated to the parents. Concerns about student's progress can be raised at any time by the class teachers or parents.

Other Activities to Support EAL Pupils

The following activities can also be used to encourage language development in EAL pupils:

1. Encourage the EAL pupil to have his own dual language dictionary and carry a vocabulary book in which he notes all new vocabulary and reviews at the end of the day with his parents or helper.
2. Assign one or two 'buddies' to help the pupil with school arrangements and school routines.
3. Involve the pupil in classroom tasks from the beginning – handing out books, cleaning the board, etc. This helps with vocabulary development and hastens the process of being accepted by the class.
4. Sit the EAL pupil with an able pupil to provide a good role model for language and work ethic.
5. Pair up pupils for some tasks.

Partnership with Parents

1. All parental concerns will be noted and acted upon where possible.
2. All parents will be consulted at every level.
3. If necessary, meetings and discussions between the school and parents will be followed up with written confirmation of what has been discussed.
4. There will be no additional cost for support in Set 3.

Monitoring

Individual student's progress will be reviewed at the Pupil Progress Meetings each term and the effectiveness of this policy will be reviewed annually by governing body.

