



EAL Policy

Pre-Prep School

RATIONALE

English as an Additional Language (EAL) is a term which refers to only one aspect of a child's language repertoire. While for most pupils in the Pre-Prep English becomes their main language for education, there are many children for whom English is an additional language and their first language remains a crucial dimension for their social and cultural identity.

AIM

The aim of this policy is to create a set of working practices which ensure that pupils with EAL are able, as with any pupil, to achieve their full potential in all areas of the curriculum and have access to and do their very best in all aspects of school life.

OBJECTIVES

- to identify the needs of a child with EAL as soon as possible so that these needs may be quickly and appropriately met.
- to monitor and assess children's progress in order to ensure good levels of achievement in all curriculum areas despite English being an additional language.
- to make available suitable resources for support assistants or teachers to use with an individual or group.
- to ensure that parents with EAL have access to information concerning the life of the school in general and particularly their child's attainment and progress.
- to develop and maintain in staff a high level of skill and confidence in meeting children's learning needs, through in-service training and CPD.

GUIDELINES

- Overall provision for children with EAL will be coordinated by an identified co-ordinator.
- The class teacher with the help of the parents and the identified co-ordinator will seek to identify the needs of any child entering the Pre-Prep with EAL by way of taking a history of the pupil's experience of the English language, and referring to his previous school's records.
- Immediate support will be set up, under the supervision of the class teacher, if this is appropriate, and/or a further period of assessment will follow in-class and a variety of different school contexts to identify the area of the pupil's needs as soon as possible.
- The precise nature of the support will depend entirely upon the age of the child and his/her particular needs, and the EAL Coordinator will ensure these are carefully matched. The type of support which the Pre-Prep may call upon will include:



- In-class support from a Teaching Assistant for general day-to-day activities, pastoral care and specifically targeted curriculum areas.
 - Withdrawal from class for specific intervention targeting areas of need.
- Class teachers have responsibility for ensuring that pupils' needs are catered for within the classroom, through 'Quality First Teaching'. This may include providing appropriate scaffolding and differentiated tasks where necessary.
- The identified co-ordinator will also offer advice and resources for class teachers' use for differentiated classroom activities. Funding is available, if required, for the purchase of resources.
- Careful attention will be paid to the special requirements pupils with EAL may have for assessment tasks.
- Parents will be a vital link in providing for the EAL pupil's needs, and where English language is difficult for them, the Pre-Prep will endeavour to provide information about school and reports etc., in an accessible form.
- Links with the Prep School EAL department are made to allow for information and resources to be shared, particularly for Year 3 EAL pupils whose transfer will be carefully planned for.
- Charging: Extra support from an LSA or specialist EAL teacher on a one-to-one basis, will be charged according to the Charging Policy and notice of this will be given to the parents in advance.
- Issues of staff development are considered by the SLT related to the overall improvement and development plan.