



# POLICY COVER SHEET

## EDUCATION & WELFARE OF PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE (EAL)

**Last Reviewed** – December 2021

**Next Review** – December 2022

**Review Information** – Annually or following a change in legislation

Read and signed by

**Richard White, Chair of Managing Council**

**Date:**

# POLICY REVIEW

## REVIEW JOURNAL

Version	Approved By	Revision Date	Description of change	Author
V3	HM	December 2021	Reviewed against ISI Commentary EYFS expectations	LTE/HM

## DOCUMENTS & GUIDANCE REFERED TO IN REVIEW

Document/Guidance	Date
ISI Commentary 2021 - 2022	December 2021

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# EDUCATION & WELFARE OF PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE (EAL)

*This policy is concerned with pupils whose first (home) language is not English. Our English as a Second Language (EAL) pupils use English as an additional language for education purposes. Polwhele House is committed to making appropriate provision for the teaching, learning and pastoral wellbeing of our EAL pupils. The school will ensure that the learning needs of each EAL pupil are identified and fully met and that the qualities they bring to the school are recognised and valued.*

*This is a whole-school policy that is relevant to our pupils in the Early Years, Pre-Prep, and Prep Schools.*

## Introduction

The aims of this policy are to promote good practice in our management and care of pupils whose first language is not English, by providing them with linguistic support across all areas of the curriculum as required and to offer them any welfare support they may need.

The SENDCO will support pupils whose first language is not English. Her aim will be to enable pupils to integrate linguistically, academically and socially into mainstream lessons and school life. Pupils may be prepared for any necessary examinations and are supported in their school studies.

Our policy takes into account the DfE's statement that, 'Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.' Although our SEND Overview Pupil List may include EAL (English as a Second Language) pupils, having a first language other than English is not in itself a learning difficulty.

The aim of the SENDCO is to support our EAL pupils in their school life and allows them to focus on achieving a high level of English language proficiency.

We currently have no EAL pupils in our Pre-Prep and Prep School, although appropriate provision will be made for any future EAL pupils. Currently, we do not have any bilingual pupils.

## **Aims**

1. To ensure that all EAL pupils are able to use English confidently and competently
2. To ensure the particular welfare needs of EAL pupils are met
3. To develop enthusiastic language learners by delivering high quality and individually-tailored lessons to maintain and stimulate students' curiosity, interest, enjoyment and achievement.
4. To encourage students to develop personal qualities such as perseverance, initiative, empathy, self-confidence and an ability to work effectively independently and in a group.
5. To allow students to develop transferable skills and informed opinions about the English language and British society.
6. To support all staff in their need to support, motivate and teach EAL pupils within their classes.

## **Objectives**

1. To ensure that our EAL pupils make the most of their time at Polwhele House and feel supported as their English proficiency improves.
2. To encourage pupils to communicate confidently and fluently in English, with appropriate example and support. Pupils may be taught individually at least once a week and may also receive additional individual and/or small group tuition to meet their learning needs.
3. To ensure that pupils receive regular and effective feedback (both spoken and written) in support of their learning and are motivated by being kept involved in their individual learning process
4. To actively celebrate effort and success for all pupils and to show this in the written and verbal feedback given to pupils and by effective use of the school's rewards system.
5. To ensure that pupils are aware of the aim and learning outcomes of each lesson and piece of prep.
6. To recognise the importance of guiding pupils to learn to take active responsibility for their work and progress. Work will be sufficiently challenging, meet the needs of all individuals and provide a balance between teacher-directed and self-directed work.
7. To ensure that all EAL pupils feel welcome and supported during their time at Polwhele House.
8. To ensure that appropriate and approved exam concessions are in place.
9. To ensure staff appreciate the benefits of having EAL pupils in the school and in their classroom and have the information they need to best respond to the needs of these pupils. This includes updating the SEND Overview Pupil List for EAL pupils.

## Roles and Responsibilities of the Class Teacher

It is the responsibility of the class teacher to support EAL pupils in class, with guidance from the Learning Support Department, if required.

- Pupil progress will be monitored by the class teacher(s) and a record will be made every term, using the EAL assessment document (see Appendix 2)
- All information gathered should be shared with the family at the next Parents' Evening
- Class teachers will ensure good practice by following the key principles of language acquisition
- EAL learners are entitled to follow the full programme of study and all their teachers have a responsibility for teaching English as well as other subject content
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit
- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment whenever possible
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much higher and more complex and can require continuing support for up to ten years
- Language develops best when used in purposeful contexts across the curriculum
- The language demands of learning tasks (vocabulary, structures and textual organisation) need to be identified and included in planning
- Teaching and support staff play a crucial role in modelling uses of language
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages
- A clear distinction should be made between EAL and Special Educational Needs

## EYFS

EYFS staff will ensure that EAL learners are provided with opportunities to develop and use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English language.

Planning is reviewed and adapted according to individual pupil needs and appropriate resources will be used and evaluated on a regular basis.

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**Review date:** Annually or following a change in legislation

## Appendix 1

### Suggested questions to ask at an initial meeting with EAL families:

Question	Information shared by family	Next steps for school
<b>Family Background</b>		
Does the family have contacts in the local area, such as relatives and friends?		
Does the child have friends and opportunities to mix with children who speak their language or English?		
	Which are the main languages spoken at home (note languages spoken at home with different family members. In multilingual homes it is often the case that the children speak one language to the parents and the adults respond in another language)	
Mother:		
Father:		
Siblings:		
Grandparents:		
In which language does the child watch TV?		
Which is the most useful written language for the family?		
Who in the family can read and write English?		
If no one can, do they have access to another family member or friend who could be used to translate information from school?		
Are the parents able to bring someone to help interpret at Parents' Meetings?		
<b>Educational Background</b>		
When did the child start schooling?		
Did the child have any breaks in education or experience any changes of school?		



Which language were they taught in? Were other languages taught?		
Is the child attending or likely to attend home language classes?		