



## English as an Additional Language (EAL/S) Policy

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Produced by: MAK, SES, TZL

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Approved by: Governors

**This Policy applies throughout the School from the EYFS to Year 6.**

### Introduction

This Policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

At the Cavendish School, the teaching and learning, achievements, attitudes and wellbeing of all pupils are important. All pupils are encouraged to make the progress they are capable of in order to achieve the highest possible standards. We do this by taking into account each pupil's life experiences and needs. Some of our pupils have particular teaching and learning requirements because they speak English as an additional language, these pupils are identified by the School as EALS. The 'S' indicates that they have additional learning needs because English is not the language spoken at home. They differ from pupils identified as EAL who are pupils who do have English as an additional language but do not require additional support.

*"A child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught in, is different from a language (or form of language) which is or has been spoken at home"* (Children and Families Act 2014 Section 20.4).

As a school, we are aware that bilingualism is a strength. Pupils with English as an additional language have skills and knowledge about language which are similar to those of monolingual English speaking pupils. Their ability to participate in the full curriculum may be in advance of their communication skills in English.

### Aims

We aim to ensure that all pupils for whom English is an additional language have access to the full curriculum and the full range of activities on the same basis as all other pupils. We aim to meet the full range of needs of those pupils for whom English is an additional language. We acknowledge that many EAL pupils will not have additional needs.

### Definition of English as an Additional Language (EAL/S)

The term EAL is used when referring to pupils whose main language at home is a language other than English.

## **Objectives**

- To give all pupils the opportunity to overcome any barriers to learning, and in some cases assessment
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL/S bring to the School
- To implement School-wide strategies to ensure that EALS pupils are supported in taking part in all activities
- To help EAL/S pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To identify and make maximum use of the opportunities for modelling fluent English
- To encourage and enable parental support in improving pupils' attainment

## **Responsibility for coordinating and monitoring EAL/S**

EAL/S support needs are identified at the point of entry into the School or as soon as they become evident. The EAL Lead, alongside class teachers have responsibility for coordinating provision and monitoring the progress of our EAL learners.

Where provision is appropriate, class teachers will refer EAL pupils who require additional language support for a power up session, an intervention run with individual girls or groups, in consultation with parents. This plan is reviewed at the end of each cycle and progress is shared with parents.

During lessons teachers will:

- Show an understanding that a pupils immersion in a language rich environment is the best way to support the English language development of our younger EALS pupils
- Show differentiated work in their planning
- Have high expectations
- Recognise that EAL/S pupils may need more time to process answers
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived pupils time to absorb English (there is a recognised 'silent period' when pupils understand more English than they use. This passes if their self-confidence is maintained)
- Use groups to ensure that EAL/S pupils hear good models of English
- Use collaborative group activities
- Provide a range of reading books, some that are bilingual, that highlight the different ways in which English is used, if appropriate
- Ensure that there are many opportunities for talking to both adults and peers
- Ensure that teaching rooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue and boost the child's self-esteem
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language

## **Equal opportunities**

In accordance with the Equality Act 2010 we will provide equal opportunities to all our pupils regardless of race, sex or sexual orientation, gender identification, disability, religion or belief ('protected characteristics'). For more information, please refer to our Equal Opportunities Policy for Pupils.

It is vital that every member of the School community is valued and that the teaching each pupil receives should respect and support the pupil in every way possible.

## **Admission arrangements**

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families. The Head discusses the potential EALS needs of new pupils with the neurodiversity team and the support is discussed with parents prior to admission.

## **Staff development**

The School recognises that staff may need to undertake professional development to ensure that provision for EALS pupils is appropriately delivered and coordinated.

## **Review and evaluation of policy**

School data will include relevant information on EAL/S pupils. This will include needs, level of English, support, achievement and progress. This will enable the School to monitor targets.

## **Linked policies**

- Able, Gifted and Talented Learners Policy
- Curriculum and Teaching & Learning Policy
- Equal Opportunities Policy
- Learning Difficulties & Disabilities/Special Educational Needs (SEN) Policy