



**Beachborough School**

## **POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE**

**Updated: September 2024**

**Date of next Review: September 2025**

Policy Lead: Mrs L Dowson

Checked by: Deputy Head and Head of Manor House

# Beachborough School

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Reviewed September 2024

### **Mission Statement**

*Our mission at Beachborough is to create the conditions and culture so that each child thrives intellectually, physically, culturally and emotionally. The priority will be the happiness of each child as it is paramount to achieving lasting success and being fully prepared for senior school.*

**Date implemented:** Autumn Term 2017      **Date of last review:** September 2024

**The person responsible for managing the governors' EAL policy:**

Mrs Louise Dowson

**The person responsible for day-to-day co-ordination of the Governors' SEN policy:**

Mrs Louise Dowson

**Compiled by:** Mrs Louise Dowson

**Date:** September 2024

**Monitoring:**

The Head of Learning Success is responsible for monitoring and evaluating this policy. The policy will be reviewed annually and updated as necessary.

## **Purpose**

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

## **Definition**

In defining EAL we have adopted the following definition:

"A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English." (English proficiency of pupils with English as an additional language, DfE, 2020). Beachborough welcomes pupils from overseas and for whom English is an additional language.

EAL pupils may be:

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

EAL pupils will need varying levels of provision.

## **Introduction**

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

## **Aims**

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

## Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils', progress each term in Phase meetings and in A&P and curriculum meetings in order to make decisions about classroom management and curriculum planning.

## School/Class Ethos

Beachborough is committed to providing an education to all pupils which acknowledges and is enriched by the diversity of ethnicity, culture and religious backgrounds of all pupils and their families. We believe that the curriculum should aim to reflect this diversity, and that successful education is achieved by sharing the experiences and cultural backgrounds of all pupils. It is important to recognise pupils with more than one language in their lives and to encourage them and their families, where possible, to express themselves in these languages. Learning any language is a lifelong process and is greatly enhanced by the opportunity to hear and use each language at the appropriate developmental level. We also recognise that it is important to distinguish between social and academic language, and we are keen to encourage children to become fluent in both.

We aim to support families in maintaining the non-English language at home with their (extended) families, as this serves to preserve the cultural identity of the child, and it offers the child the best start to being a global citizen.

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school structure, pastoral care and overall ethos aim to help EAL pupils integrate into the school whilst valuing diversity. Children that enter the school with little or no English will be given the opportunity to complete assessments and schoolwork in their home language, a program of support for a transition of languages will be implemented when children are secure in their new setting.

- Classrooms are to be arranged to be socially and culturally inclusive.
- Teachers recognise the pupil's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the pupil to become a bi-lingual.

- Staff acknowledges the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class.
- We also recognise that support may be necessary beyond the time a pupil appears orally fluent

Beachborough adopts a graduated response to EAL, in the form of a four-part cycle:

### **Assess – Assessment of EAL**

No child will be discriminated against on entry into the school as a result of their primary language, so long as the school is able to meet a child's needs through reasonable adjustment. Each pupil will have equal right to be admitted to this school in line with the Admissions Policy, and then be given equal access to the curriculum as appropriate to their needs. Detailed arrangements for admission are explained in the school's admission policy. The school values each child and endeavours to meet the needs of all its pupils through inclusive practice. The school's registration form, completed upon entry, requires parents to advise the school as to their child's preferred language.

The pupil's needs should be identified during the admissions process:

- The Admissions Officer will report/collect information about pupil's additional language needs; this will be passed to the Head of Learning Success who will pass this onto subject and class teachers.
- A meeting with the pupil's teachers and the parent/carer begins the process of ongoing evaluation to meet the individual needs.
- Following the above, lessons will be planned appropriately.
- The subject/ class teacher will keep a record of the pupil's progress and communicate this (together with reviews and new actions) to the SENCo at the end of each term.

### **Plan – Planning Provision**

Planning will involve consultation between the Head of Learning Success, relevant school staff and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Staff will be informed of the pupil's individual needs, the support that is being provided and any particular teaching strategies/approaches that are being employed.

**Whole School:**

The EAL Coordinator reviews school tracking data with the Head of the Boardman and/or Head of the Manor House and other key members of academic staff, to screen for EAL pupils in need of additional support. Action to address such need is identified and overseen by the EAL Coordinator.

**Individual:**

The EAL Coordinator identifies individual classroom support strategies for EAL learners and communicates them to subject teachers.

**Departmental:**

The EAL Coordinator liaises with Heads of Department to provide subject specific support strategies, which are reflected in lesson planning and schemes of work.

**Do – Implementing Support**

Class/ form/ subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with the Head of Learning Success and Learning Success Assistants to plan and assess the impact of support and interventions and links with classroom teaching.

All pupils will follow the full school curriculum.

EAL pupils may be supported through a Learning Support Assistant in the classroom.

Where necessary, withdrawal support may take place

**Review – Monitoring Progress**

Progress tracking and reporting: Progress of EAL pupils is monitored internally and reported to parents through the school reporting system. The school has a robust individual progress tracking and reporting system in place which is also used to track the progress of EAL pupils. The EAL Coordinator will also seek feedback from subject teachers and conduct observations of EAL pupils in a variety of lessons to further monitor development.

The monitoring of pupils' progress is shared between all teachers, learning support workers and the school SENDCo.

Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

Parents (and where appropriate, the pupil) will be invited to regular meetings to review progress. The review process will evaluate the impact and quality of the support and interventions. Where specific advice, guidance and support may be required, the Head of Learning Success may also signpost parents to outside agencies or the local authority Parent Partnership service.

### **EAL, Higher Level Learner (HLL) and Special Educational Needs (SEND)**

At Beachborough, a child is not regarded as having a learning difficulty simply because the language or form of language of the home/extended community is different from the language in which she or he is taught at school. The EAL coordinator is available to offer assessment or advice, should there be concerns about a child's language development, and support by the Head of Learning Success is available at any stage of a child's time at Beachborough. Where required, the EAL coordinator and the HLL coordinator will liaise and offer guidance for EAL pupils who are also HLL. The EAL coordinator fosters a whole-school approach of high expectations of children with EAL.

### **Continuing professional development and INSET**

Beachborough aims to keep all staff up to date with relevant training and developments in teaching practice relating to the needs of pupils with EAL. When a need for specialist training is identified, support from outside agencies may be sought. The Learning Success Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific EAL issues.

### **Links with other schools**

The school makes additional arrangements for pupils with EAL when they transfer to secondary/senior school, ensuring that the pupils' needs are known to the EAL co-ordinator. It is vital that the transition to secondary/senior education is as smooth as possible, and the Head of Learning Success is happy to meet with relevant staff and parents whenever necessary.

EAL Co-ordinator  
Louise Dowson  
Head of Learning Success  
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This policy applies across the whole school including Boarding and EYFS and will be reviewed and updated regularly. Linked Policies and read in conjunction with: Behaviour, Safeguarding, Boarding, Anti-bullying, Equal Opportunities, Missing Children in Education, Boarding & Staff Code of Conduct.

