



## KEW COLLEGE

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

This policy applies to the whole school including the EYFS

This policy is published on the Kew College website and is also available to parents from the School office upon request.

The policy is written with due regard to the following:

***The Equality Act 2010***

***The SEND Code of Practice 2015***

See also the School's policies as follows:

***Accessibility Plan (SENDA), Safeguarding and Child Protection Policy and Special Educational Needs including Children with Learning Difficulties and/or Disabilities Policy***

#### **Definitions or abbreviations used in this policy**

**EAL:** English as an Additional Language

**EYFS:** Early Years Foundation Stage

**IEP:** Individual Education Plan

#### **1. INTRODUCTION**

This policy relates to pupils in the process of learning English as an additional language (EAL) for educational purposes. Some pupils have arrived at school having had a certain amount of exposure to the English language and the local culture; others are newcomers to both. Some have developed literacy skills in their home language; others are pre-literate and are entering the school at nursery stage.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. At Kew College, we are aware that being bilingual is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach through our ethos and curriculum to promote language awareness.

This policy states the aims and strategies of Kew College to ensure that these pupils can fulfil their potential.

#### **2. DEFINITION**

An EAL child is one whose first language is not English. This includes children who are fully bilingual as well as those at different stages of learning English. They may be:

- Pupils arriving from other countries and whose first language is not English

- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels
- Pupils who have been born in the UK, but for whom the home language is not English

### 3. OBJECTIVES OF THE POLICY

This policy aims to raise awareness of the school's obligations and also to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies, to meet the needs of pupils who have English as an additional language (EAL).

Kew College recognises that Special Educational Needs and the needs of learners of EAL are not identical but neither are they mutually exclusive. Having a home language other than English is not a specific learning difficulty but children whose mother tongue is not English have additional language learning needs which may require them to be supported in the Learning Enrichment Department. We recognise that most EAL pupils do not have SEN. For the most part their learning will be best achieved and supported in the mainstream classroom. If an EAL pupil is identified as More Able they will have equal access to this provision.

In EYFS we recognise that the acquisition of speech for learners of EAL may initially be slower than for children whose mother tongue is English. This is a natural part of second language acquisition.

Kew College aims to carry out its responsibility to EAL learners in their entitlement to equal access to the Curriculum and in the achievement of their full academic potential.

Kew College aims to achieve the following objectives: -

- To ensure that all EAL learners participate in and gain access to its Curriculum provision
- To support EAL learners in their acquisition of English language skills across the curriculum
- To ensure that EAL learners attain National Curriculum levels appropriate to their intellectual ability taking into consideration the stage at which they began to learn English
- To assess and monitor progress in the acquisition of English as an additional language for all EAL learners
- Where necessary and reasonable, to offer interpreting or parental support in class to ease the introduction of a non-English speaking child to the school

At the same time as supporting the development of English as a language, opportunities are given to EAL children to develop and use their home language in play and learning and to provide support, where necessary, to their language development at home.

#### 4. IDENTIFICATION

Pupils will be identified as EAL via a parental questionnaire before they join Kew College. Observations and baseline assessments will identify the level of the child's language during their initial Reception year. Specific provision will be put in place by the class teacher to support the child in their learning. We work alongside parents to ensure that child's needs are met. Once a pupil's EAL needs have been identified, all relevant staff are informed to ensure appropriate support is put in place in every lesson.

#### 5. INDIVIDUAL EDUCATION PLAN

At some stage in their learning, children learning English as an additional language may need support in addition to that given within the classroom setting. This support will be given within the Learning Enrichment Department in line with the Special Educational Needs including Children with Learning Difficulties and /or Disabilities Policy. In these situations, an Individual Education Plan (IEP) will be devised to attend to the specific needs of the learner.

An IEP contains planning for the bilingual child, which is additional to or different from the standard provision and includes:

- SMART targets set for the child
- Teaching strategies
- Resources or provision
- Learning Enrichment lessons take place outside of the classroom in pairs or small groups. Pupils are usually withdrawn once a week from non-core lessons
- When/how the plan is to be reviewed
- The outcome of the action taken
- Our IEPs are created online, using Provision Maps. Parents are able to create an account and are issued a unique code to access their child's IEP. Provision Maps is used for IEPs, tracking and termly reviews

These IEPs are regularly reviewed during the term and new targets are added to Provision Maps, once earlier targets have been achieved. Sufficient progress may enable a child to return to being wholly supported within the classroom setting, where ongoing monitoring will take place. Through observations and assessments, teaching staff monitor how an EAL pupil's language is developing and may recommend additional strategies that could be used to support language development in the classroom and at home.

#### 6. TEACHING & LEARNING

All teachers have a responsibility for teaching English as well as subject specific content. Planning, policies and schemes of work take into account the needs of all pupils, including those with EAL, as all pupils have the opportunity to learn and make progress. Lessons have clear learning objectives, appropriate support and differentiated tasks and resources to ensure that all pupils are able to participate in lessons. Additional visual support may be provided to aid understanding.

**7. ASSESSMENT**

- All EAL pupils are entitled to assessments as required
- Staff regularly discuss pupil progress, needs and targets
- Progress in the acquisition of English is regularly assessed and monitored
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition

**8. GENERAL**

All information pertaining to children who attend the Learning Enrichment Department is regarded as confidential and records of related documentation and meetings are kept in the main Learning Enrichment files held by the Learning Enrichment Coordinator.

**9. CONCLUSION**

It is essential to promote among all pupils, a sense of worth, high self-esteem and a responsibility for learning. At Kew College, we provide support both in and out of the classroom as the need arises. We endeavour to enable all our pupils to realise their potential, whatever that may be.

<b>Reviewed by:</b>	<b>Approved by:</b>	<b>Updated by:</b>
The Education and Welfare Committee	Name: Jane Bond Title: Head	Name: Natalie Mahony Title: Learning Enrichment Coordinator
Date: 21 Jan 2020	Date: 4 Sep 2021	Date: 3 Sep 2021

This policy will be reviewed by the governing body every 3 years or earlier if it is considered necessary.