



Kew Green Preparatory School

EAL Policy (English as an Additional Language Policy)

1. Introduction

The EAL Policy is reviewed annually by the EAL Leader as part of Kew Green School's Preparatory School's monitoring and evaluation cycle.

PERSON RESPONSIBLE: EAL Leader

DATE AGREED: May 2015

DATE TO BE REVIEWED: July 2018

2. Aims

The aim of this policy is to help ensure that we meet the full range of needs of those children for whom English is an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

3. Definition of 'EAL'

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.

4. Admissions Policy

Kew Green Preparatory School is an Independent, non-selective, co-educational, preparatory school. EAL applicants are subject to the same admissions procedures as other applicants. (Refer to Admissions Policy).

5. Identification

Pupils will be identified as EAL via a parental questionnaire before they join. Observations and baseline assessments will identify the level of the child's language during their initial Reception year. Specific provision may be put in place to support the child in their learning. If a child joins Kew Green Preparatory School in a later year group the class teacher will liaise with their Head of Section and EAL Leader to discuss appropriate strategies. The class teacher will also liaise with the parents, involving them in the decision making process, where appropriate. All relevant staff will be informed. The EAL Register is updated by the EAL leader and is accessible to all staff.



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6. Key Principles for Additional Language Acquisition

- All teachers have a responsibility for teaching English as well as specific subject content.
- The language demands of learning tasks need to be identified and planned for.
- Language develops best when used in purposeful contexts, across the curriculum.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed and must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued and pupils should be encouraged to maintain their home language.
- Teaching and support staff play a crucial role in modelling the correct use of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- All languages, dialects, accents and cultures are valued, however we aim to teach standard English.
- Teachers should be aware that an EAL pupils' social language (normally acquired in around 2 years) may be much more advanced than their academic language which can take 7-10 years to reach the level of a native speaker.
- A clear distinction should be made between children with EAL and children with Special Educational Needs and Disabilities.

7. Teaching and Learning

- Class Planning is shared with support staff and where appropriate include differentiated activities and task matched to individual EAL pupils' needs.
- Lessons have clear learning objectives and appropriate support and resources ensure that all pupils are able to participate in lessons.
- Teachers review groupings and pairings regularly to ensure that EAL pupils have access to strong English language models. Teaching staff are also responsible for modelling correct English.
- Key language features for specific curriculum area or topic are identified and discussed to ensure understanding.
- Children have regular opportunities to be involved in speaking and listening tasks within lessons.
- Additional visual support such as posters and pictures may be provided to aid understanding.
- Additional verbal support may be provided such as repetition, modelling and partner work.



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- Scaffolded questioning is used to encourage EAL pupils to answer questions verbally.
- Reasonable steps are made to provide children with the opportunities to use their home language within school to support their language development at home. For example, encouraging children with EAL in the Early Years to play in their home language.

8. Planning, Monitoring and Evaluation

- The class teachers and specialist teachers are aware of the EAL pupils they teach and plan appropriately.
- Through observations and assessments, staff monitor how an EAL pupil's language is developing and notify the Head of Section and the EAL Leader if they have any concerns.
- Observations of specific EAL pupils are carried out by the EAL leader. This may result in recommendations of additional strategies that could be used to support the EAL student in class.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

9. Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils who need additional support do not have SEN
- Should a SEN be identified, EAL pupils have equal access to the school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to the school provision.

10. Parental/Community Involvement

We provide a welcoming admissions process for the induction of new pupils and their families/carers. We respect the linguistic, cultural and religious backgrounds of our parents/carers and help them understand how they can support their child at home, especially by continuing the development of their first language. When appropriate we will work closely with members of the wider community to support our EAL pupils.

11. Staff Development

Staff will be able to undertake professional development to ensure that provision for EAL pupils is appropriately delivered.

12. Concerns/Complaints/Further Advice



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Any concerns regarding the EAL Policy or the provision made for children with EAL should be addressed to the class teacher. For further advice parents should arrange a meeting with the EAL leader. If they are still not satisfied they should make an appointment to see the relevant Head of Lower/Upper School and subsequently the Headmaster.