



LOCKERS PARK SCHOOL

EAL POLICY

(Applicable to Early Years Foundation Stage)

Date Reviewed	By?	Date of next review
Sept 2016	TD/CMP	Sept 2016
Jan 2017	TD/ISI Consultancy	Sept 2017
May 2017	TD	Sept 2017
Sept 2017	TD/CMP	Sept 2018
Oct 2018	TD	Sept 2019
Oct 2019	TD	Sept 2020
Sept 2020	TD	Sept 2021
Sept 2021	TD	Sept 2022

Introduction

The term EAL is used when referring to pupils where the mother language at home is not English.

Although EAL teaching and learning takes place within mainstream lessons and within all subjects, Lockers Park also organises extra sessions with a specialist EAL teacher.

The Director of Studies is the EAL co-ordinator and has responsibility to:

- Oversee initial assessment of pupils' standard of English as necessary
- Monitor standards of teaching and learning of pupils with EAL

There are two specialist EAL teachers:

- Lauren Edmunds (*CELTA Cambridge*)
- Sara Bull (*CELTA Cambridge*)

The presence of a Pupil with EAL (i.e. where English is not regarded as their native or only language by the parents/carers) does not alone mean that a pupil has a SEND but the School acknowledges that a pupil with an EAL may need additional support and special provision to be made for them to be able to access our wide-ranging curriculum.

Most EAL pupils at Lockers Park will be boarders and support from the Boarding House staff for these pupils will be discussed with the SENDCo. If an EAL pupil is a day pupil, (including in EYFS) then in addition to support with acquisition of English at school, there will be liaison with parents to ensure that there is appropriate opportunity to use their native language in play and learning at school as well as support for their language development at home. This will involve their class teacher or English teacher as well as the SENDCo.

Any pupil with an EAL joining the school will be placed on the school's EAL list by the SENDCo. All staff will be informed at the earliest staff meeting after the pupil joins together with details of the level of language support required in the classroom.

(See Appendix 1 for strategies used to support students with EAL)

Procedure for when an EAL Pupil joins the School

Prospective Pupils

The Director of Studies will, where possible, test new boys. The type of test given depends on the level of English of the boy (for example a pupil with very limited English may still be able to complete a non-verbal assessment). In some cases, it is not possible for the boy to visit Lockers Park before they sign up. In this situation we can use skype for interviews and test the boy online if appropriate. We will also use the pupil's school reports for further evidence of their abilities.

Procedure on when a boy enters the school.

1. Establishing what support the Pupil needs

The Head of the EAL department (HOD) will organise the assessment for EAL children with support of the EAL teachers. They will also consult with the boy's English teacher. This information is then used by the HOD & DOS to decide how many lessons a week the pupil needs.

2. Allocation to staff

The DOS will then allocate the pupil to one of the specialists EAL teachers. This information is then passed on to VGS who organises the timetable.

3. Consent

At this stage a consent form is sent to parents by the HOD to ensure that they agree to both the cost and the number of lessons required by the pupil.

4. Review

The lesson allocation is reviewed on a termly basis. The HOD will consult both the pupil's EAL teacher and the English teacher.

5. Checklist

A checklist will be completed by the HOD to ensure each stage of the process is completed.

EAL Lessons

In individual lessons it is expected that the following elements are recorded:

- Termly objectives for each pupil
- The date/time of the lesson
- What was covered

This should be done using the EAL Record sheet and kept with each pupil's teacher.

APPENDIX 1

Strategies used to support students with EAL

School/Class ethos:

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering arrangement of individual identities.
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult.
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in exams will be awarded if appropriate.
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing
- For those taking exams, access arrangements need to be taken account of, and in some cases a different paper should be considered that takes account of the level of English of the pupil.