

NP7.2 - English as an Additional Language Policy

This policy applies to the whole school including EYFS at Newton Prep

Executive Summary

- The phrase English as an additional language (EAL) refers to learners whose first language is not English (Ofsted).
- The School recognises that a child's ability to access the curriculum may be ahead of their English language skills.
- The School recognises that language development is the responsibility of all teachers.
- Teachers will take specific action to support all children for whom English is an additional language, to develop their spoken and written English.
- Extra support will be given according to the English language proficiency level of pupils and the year group they are attending.
- Newton Prep is an academically selective school that welcomes all pupils who can make the most of the opportunities that are offered and can flourish in the academically ambitious environment of Newton Prep School.
- The School places great importance on treating every child as an individual, and they welcome all pupils who speak a language other than English providing that with the help of school resources and other reasonable support, a child learns to use English confidently and competently across the curriculum. The School does not, however, have the resources to offer intensive lessons in English to those who do not have a working knowledge of the language.

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Cultural and Linguistic Diversity

Newton Prep views multilingualism as educationally enriching and believes it should be valued as a special achievement. It regards linguistic and cultural diversity as being an enhancing experience for all members of the School and recognises the diverse needs of the children for whom English is an additional language.

The School is proud to have pupils speaking different languages, including German, Ukrainian, Turkish, Italian, Russian, Spanish, Mandarin, Swedish, French, Farsi and Greek.

Definition

The phrase 'English as an additional language' (EAL) refers to learners whose first language is not English (Ofsted). The School recognises that EAL pupils are not a homogenous group, as they come from diverse linguistic, cultural and educational backgrounds. Some EAL pupils might speak more than one language at home and might have different experiences of schooling overseas. Pupils might be at different stages of English language acquisition (from complete beginner to advanced bilingual) and have different levels of literacy both in their native language and in English. Some might not be literate in any language, some will be gifted or talented; others may have learning difficulties or disabilities.

In terms of providing extra support, the School will prioritise children based on the year group they are in and on their level of proficiency in English.

Admissions and EAL Pupils

We welcome applications from overseas pupils but parents need to be aware that we will only be able to give limited support to children who have English as an Additional Language (EAL). Each case will be considered on an individual basis. The School will discuss with parents their long-term aspirations and plans for their child's education so they can make an informed decision regarding their potential to meet parental expectations.

Monitoring, identification and Support

On the School's admission form, parents are asked to list the language/languages spoken at home in order to evaluate the need for English language support.

The progress of EAL pupils is closely monitored by teachers and overseen by the EAL Teacher, who is line-managed by the SENDCO. Any pupils who are identified as having difficulty with accessing the curriculum due to having English as an additional language will be referred to the EAL teacher, who will assess the needs of the child and may suggest further support strategies.

The majority of EAL pupils are supported in class, however those children who are identified as requiring extra English language input are supported by the EAL teacher in small groups or occasionally on an individual basis. Pupils receiving extra language support are provided with an Individual Learning Plan, a document that details specific targets and support strategies, which is shared with relevant teachers in order to help pupils more effectively in class.

The acquisition and development of English language skills of EAL pupils are assessed using different formal and informal measures. EAL pupils' progression of English language skills is evaluated according to the proficiency scales introduced by the DFE in 2016 (Please see appendices).

Information on the progress of English language acquisition is shared by the EAL teacher with the pupil's subject teachers, so that they are able to set challenging and attainable targets in line with the pupil's own abilities.

Subject and Form Teachers use qualitative data as well as examination results to measure the attainment and progress of English language skills of EAL pupils. Additionally, annual results of standardised reading and spelling tests are used to monitor the development of English literacy skills of EAL pupils. In the case of identified difficulties, parents will be involved in the decision making process, discussing strategies which could include weekly small group English lessons, targeted support in the classroom, or extra language support off site at the parents' expense.

EAL with Special Educational Needs

The School is aware of the difficulty of disentangling issues that might be linked to the process of English language acquisition from those that might indicate a specific learning difference in EAL pupils, particularly with regard to Literacy. Newton Prep relies on parental and teachers' feedback, qualitative data, exam results, as well as a small range of standardised literacy and oral skills assessments to investigate specific learning differences of EAL learners.

In the case of a suspected specific learning difference or disability, the SENDCO might recommend further assessments with a certified professional such as an Educational Psychologist, Occupational Therapist, Speech and Language therapist or a Paediatrician. Parents will be expected to bear the costs of such assessments if required.

In case of a certified SEND in an EAL pupil, the School will follow its SEND policy.

The EAL register

The School maintains a register of EAL pupils, which is updated on a termly basis. The register features information on individual pupils such as the language spoken at home,, as well as the most recent literacy scores on the annual standardised spelling and reading comprehension tests. In addition, it includes a pupil's proficiency in listening and speaking, reading and writing, according to the DFE proficiency scales (see Appendix 1).

In addition to the above, the School also tries to collect and record the following additional information:

- Country of origin
- Date of arrival in U.K.
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages
- Links with pupils already in school
- Pupil's educational background

This information enables the School to differentiate their curriculum and to provide targeted intervention according to a pupil's individual profile and language learning needs.

Teaching and Learning

Following the identification above, if extra support is needed then this will be considered and discussed with parents. However, the following key principles are adhered to:

- The classroom is the best place for EAL learners to be, except for very specific time-limited interventions.
- Younger children with EAL learn best through play, alongside their peers.
- The type and delivery of EAL support will depend on the year group and on the stage of EAL learning of pupils (see appendices for details of the proficiency levels used).
- Language develops best when used in purposeful contexts across the curriculum.
- EAL pupils will have access to the whole curriculum.
- Additional support is best seen as an integral part of the curriculum and lesson planning, therefore any withdrawal of EAL learners from a class will be for a specific purpose, time limited and linked to the work carried out in the classroom. Form and subject teachers will be involved in the planning.
- There is a significant distinction between EAL and Special Educational Needs.
- Teaching and support staff play a crucial role in modelling correct use of language.
- Allowing children with EAL to access the learning will require the teacher to highlight key words and their meanings within each curriculum area; these cannot be assumed and need to be explored.
- Language is central to the School's identity. The School will therefore value other languages and cultures and invite EAL pupils to share their knowledge of them with others.
- The School and the parents must work together to support an EAL child. To this end, parents are encouraged to read to their child in English, to listen to their child read in English, to listen to English story CDs, to watch English television and to speak in English in the home. It is understood, however, that these activities need to be balanced alongside other languages and cultural activities, which the family must nurture.

EAL in the Early Years Foundation Stage

In the Early Years, the Head of Nursery and Reception, alongside the EAL co-ordinator oversee the provision of opportunities for children to develop and use their home languages in play and learning, in order to support their language development at home, and to ensure that they have sufficient opportunities to learn and reach a good standard in English. For example, the Librarian helps to stock classrooms with books in a child's home language; there are signs in several native languages; the children are encouraged to answer questions (such as the register) in their home language or other languages and the home languages spoken in a class are taken into account when planning lessons. An example of this would be that during Chinese New Year celebrations, the planning includes numerous references to the use of the Mandarin/Chinese language.

The School invites parents to support them in teaching the children about the diverse cultural backgrounds represented amongst the pupil body at Newton Prep.

An EAL child may be provided with an Individual learning Plan, which will detail the support being offered at school (in collaboration with parents and carers) in order to help that child in developing language skills both in English and in the home language.

Accessing the Policy: This policy is also available in various formats to allow everyone to access it e.g. hard copy, enlarged print version, braille etc. Please contact the Bursar to request a copy of this policy in an alternative form.

Review and Update Process

Member(s) of staff responsible for update	Deputy Head Teaching & Learning & SENDCo
Sub-Committee responsible for review	Education Committee
Last review by Education Committee	June 2023
Last updated by SLT	June 2023
Next review by Education Committee	June 2024
Next update by SLT	May 2024

Appendices

Appendix 1

DFE proficiency levels (2016)

Department for Education school census: Proficiency in English Code	Description
A	New to English May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	Early acquisition May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing competence May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D	<p>Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks</p>
E	<p>Fluent Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>
N	<p>Not yet assessed For learners who have joined the school close to census day</p>