

English as an Additional Language (EAL) Policy

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1. The Policy

- 1.1. This policy applies to all students attending the Stephen Perse Foundation (the **Foundation**). It is applicable to the whole school community including those students in the Early Years Foundation Stage (**EYFS**).

2. Glossary

EAL	English as an Additional Language
IEP	Individual Education Plan
PEP	Personal Education Plan
SEND	Special Educational Needs and Disabilities

3. Guiding principles

- 3.1. The Foundation's language policy flows from our curriculum model. We believe that language is central to learning, and therefore all teachers are in practice language teachers. Whilst English is the language of instruction in our school, our school community has a multiplicity of ethnic groups and a variety of cultural traditions, many of which are carried by language.
- 3.2. For the purposes of this policy, a heritage language learner is a student who has some proficiency in or a cultural connection to a given language through family, community, or country of origin.

4. Aims of this policy

- 4.1. We strive to address the particular challenges of those students who are learning in a language other than their heritage language by providing an integrated, well-implemented English as an Additional Language (EAL) approach in all school sections. We endeavour to integrate students' cultural and linguistic heritage throughout the curriculum.

5. Language profile of our school

- 5.1. The majority of our students, parents and staff speak English as their main language. However, our research indicates that over 30 other heritage languages are spoken by our students at home, and many hold passports from other countries in addition to their UK citizenship. All of our teaching and Professional Support Services staff speak English and several are fluent in at least one other language.

- 5.2. EAL students are classified according to the A-E rankings given in Annex 1. In Years 7-13, there is a minimum requirement for EAL students to be at level C or above.
- 5.3. The number of students within the Foundation for whom speaking EAL presents a barrier to access to the curriculum is very small. The needs of such students are usually identified as part of the admissions and selection process.

6. Parental involvement

- 6.1. Parents are an integral part of our community of learners and provide valuable support for language learning. The Foundation uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in their heritage language(s). Parents sometimes volunteer to run language taster sessions, for example in Portuguese, attend our evening 'Inspire Me!' events which might have a linguistic theme e.g. Crime & Linguistics, or give talks on cultural phenomena and the role languages have played in their lives and careers.

7. Teachers' responsibilities and professional development

- 7.1. The Foundation recognises that all teachers are also English language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their teaching.
- 7.2. In the Senior School and Sixth Form we have a specialist EAL teacher who provides EAL support on an individual or group basis depending on circumstance and need.

8. Support for EAL children and heritage speakers in the Nursery

- 8.1. The children joining our Nurseries have a wide range of language experiences, from babies that have been bilingual from birth to toddlers whose first contact with English is the Nursery key person speaking to them on their first day in the setting. For this reason it is vital that during the admissions process and the 'All about me' the Nursery staff gather information about every child's language experiences. Good practice when developing communication skills includes using signing and the Nursery staff in our Baby and Toddler classes use Makaton signs. Nursery staff learn key phrases such as nappy, potty and sleep time in a child's home language to ensure that every child understands and feels comfortable with the care routines. Once these strategies are established and the children become more confident in their relationships with the staff we can begin to support good language development.
- 8.2. The Early Years environment includes visual cues, singing, adults modelling use of language, and pre-teaching vocabulary to all children. Through our Tapestry app we are able to share with parents videos of songs and observations of the activities a child is engaging with and encourage the parents to talk about these experiences with their child at home. We also invite parents to record songs in their home languages or read stories in their home languages that we can then share with the children in the Nursery. Promoting a language rich

environment and developing all children's understanding of the languages spoken around the world is an important aspect of our Nursery curriculum.

9. Support for EAL students and heritage speakers in Kindergarten - Year 6

- 9.1. Pupils beginning their academic journeys with us who are regularly exposed to languages other than English, or are considered bilingual, are carefully monitored. Information is shared with the teachers of those pupils to ensure that any additional needs are identified early and additional strategies are put in place where appropriate. Young learners are not always able to explain what their language experiences are so liaison between school and home is vital. We recognise the importance of providing opportunities for children to develop and use their home language(s) in play and learning.
- 9.2. Language development is promoted through the use of adult modelling, singing, talk partners, talk frames and the general expectation that pupils respond in full sentences. It is acknowledged that a child's conversational fluency may mask gaps in academic language proficiency. Strategies to support this may include pre-teaching of key vocabulary, multilingual displays, subject or situational word banks, language games played as a whole class and in small groups. Technology plays a large part in enabling young learners to record their ideas orally and engaging confidently with the whole curriculum.
- 9.3. All opportunities to encourage pupils to use home languages and English accurately, with flair and confidence, are actively sought.
- 9.4. Pupils aged 3-11 requiring additional language support will be identified in discussion with parents during the admissions process or through the class teacher's observations once the pupils have joined the Foundation. When a need has been identified, an Individual or Personal Education Plan (IEP/PEP) will be drawn up in collaboration with teachers, parents and the pupil. The IEP will focus on those areas of need presenting barriers to the pupil's learning. The Inclusion Specialist will coordinate the delivery and evaluation of the plan, working with teaching staff as appropriate.

10. Support for EAL students and heritage speakers in the Senior School and Sixth Form

- 10.1. In the Senior School and Sixth Form, students potentially in need of EAL support are identified by the parent-designated level of proficiency, MidYIS/ALIS testing on entry, and/or by subject teachers who can use the relevant LO option in iSAMS to report a concern. The EAL Coordinator refers any students identified in this way to the EAL teacher, who then assesses them to determine whether further support is needed and if so what form that should take.
- 10.2. The EAL Coordinator organises a programme of individual or small-group support with the EAL teacher, setting targets and liaising with teaching staff to ensure that the curriculum can be accessed. Where appropriate, the EAL teacher, in consultation with the SENCO, will also advise on access arrangements in public examinations. EAL support can be discontinued

when the EAL teacher is satisfied that the student no longer requires additional provision.

11. Curriculum adjustments

- 11.1. For some EAL students in the Senior School, it may be beneficial to reduce the number of taught subjects in order either to take EAL lessons at those times or to provide more time for independent study of other subjects. This is decided on a case by case basis by the Deputy Head Academic, Head of Year and EAL Coordinator in consultation with the student and parents.

12. Dissemination of this policy

- 12.1. This policy will be introduced to our Foundation's community through multiple pathways including staff meetings and Heads of Departments' meetings. The policy will also be featured on our public website. New staff will be familiarised with the document during induction.

13. Review of this policy

- 13.1. This policy will be reviewed annually in event and as part of the curriculum review cycle and the Foundation development plan. The Senior Leadership Teams will review the implementation of the policy in classrooms and throughout the Foundation on a regular basis.

14. Related policies

- Special Educational Needs and Disability Policy

Reviewed: March 2023

Version Control

Date of adoption of this policy	12 April 2023
Date of last review of this policy	March 2023
Date for next review of this policy	Autumn Term 2024
Policy owner	Senior Deputy Head
Authorised by	Principal, Vice Principal and Heads of School

Annex 1 - Classification of EAL students

A New to English

The pupil may:

- Use first language for learning and other purposes
- Remain completely silent in the classroom
- Be copying/repeating some words or phrases
- 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

The pupil may:

- Follow day-to-day social communication in English and participate in learning activities with support
- Begin to use spoken English for social purposes
- Understand simple instructions and can follow narrative/accounts with visual support
- Have developed some skills in reading and writing
- Have become familiar with some subject specific vocabulary

Still needs a significant amount of EAL support to access curriculum.

C Developing Competence

The pupil may:

- Participate in learning activities with increasing independence
- Be able to express themselves orally in English, but structural inaccuracies are still apparent
- Be able to follow abstract concepts and more complex written English
- Literacy will require ongoing support, particularly for understanding text and writing.

Requires ongoing EAL support to access curriculum fully.

D Competent

Oral English 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.

E Fluent

Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.

Operates without EAL support across the curriculum.

N Not yet assessed