



## PREP EAL [JEMMA JOAKIM] 2021-22

**Applicable to:** All relevant students, parents and staff.

**See also:** Policies on Equal Opportunities, SEND & Admissions See Overseas Students and EAL policy (S) for information regarding Boarders.

### **Aims:**

- To identify girls with EAL at the earliest opportunity
- To ensure that girls with EAL have access to a broad, balanced and relevant curriculum
- To help girls with EAL achieve their potential both in the classroom and through additional EAL support where appropriate
- To involve parents of girls with EAL in decisions involving their daughter
- To celebrate the linguistic background and capabilities of our pupils

### **Defining English as an Additional Language (EAL):**

An EAL pupil is a pupil whose first language is not English. The term EAL is used in this policy as synonymous with alternative terms such as ESL (English as a Second Language) and ESOL (English for Speakers of Other Languages) This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country/school where English is not the first language.
- Newly arrived from a foreign country where English is not the first language but from an English-speaking school.
- Born abroad but moved to the UK at some point earlier in childhood.
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision. For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

Stage	Characteristics
Level 1	Silent period / beginner learner
Level 2	Basic interpersonal communication skills (BICS)
Level 3	Socially competent and starting to communicate more efficiently in an academic setting
Level 4	Satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum
Level 5	Cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

### **Implementation:**

- I. Pupils with an EAL background are welcomed at RHS. RHS is an academic and selective school. All applicants go through the same admissions process. The Head of the Prep School,

- when considering applicants, will take EAL considerations into her decision-making process when offering places.
2. EAL pupils are identified, and procedures are followed to ensure their needs are met and they achieve their potential. These procedures are in place to ensure that teachers and non-teaching staff are aware of EAL pupils and supported in meeting their needs. The EAL register in our SEND folder is maintained by the Head of the Prep School.
  3. Pupils on role can generally speak two languages and English is not always the principal language spoken at home. A register with a list of EAL students is available for staff so that they are aware of the possible language needs of that student or students in their classroom. On occasions, girls will be accepted into the Prep School in the lower years with limited language and supported as appropriate. If boarders with EAL join us they will receive extra tuition for English provided by our EAL Coordinator at the Senior School.
  4. The views of the EAL pupil are sought and considered where appropriate.
  5. Pupils may be assigned a level of competence and entered on the Prep EAL register which is separate from other registers (e.g., the SEND register) for staff reference.
  6. EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum. They are actively encouraged to participate in extra-curricular activities.
  7. EAL provision is a whole school responsibility. All teachers should:
    - Be aware of the individual profiles of EAL pupils.
    - Be aware of the influence of behaviour, attitude and cultural expectations.
    - Liaise with the Deputy Heads or Head of Prep in the first instance if they have concerns.
    - Plan their teaching to support language development.
    - Involve a native speaker, often available at the Senior School, for key vocabulary and guidance.
  8. On the whole, EAL needs should be met within the classroom environment. Girls may require additional support and differentiation in order to ensure progress. If required, EAL pupils should be included on the class provision map informing staff of their needs in a learning environment. As these are working documents, amendments are required to determine the correct level of support/provision for the EAL pupil as the year progresses.
  9. As the girls move through school teachers must avoid putting EAL pupils in lower sets because of their language ability, even if the support is greater in these classes. Initial placement in low ability sets is not helpful because pupils will benefit more from access to strong models of English language and confident learners.
  10. We recognise that most EAL pupils needing support with their English do not have SEND. However, should SEND be identified, EAL pupils will have equal access to school SEND provision, in addition to EAL support. Equally staff should be alert to actual or potential ability in EAL pupils, particularly those less competent in English and consider their inclusion on the GT and HM register.
  11. Staff can access teaching tips from a variety of websites and teacher resources in the SEND section of 'p-general'. If there are concerns about a child, additional support may be put in place. The Prep School Deputy Heads and Head of the Prep School will monitor the progress of EAL girls in the school.

#### **Useful Websites for teachers**

<http://www.naldic.org.uk/> (link to old Primary Strategy with suggestions for bilingual children)

<http://www.sateal.org.uk/>

<https://www.teachingenglish.org.uk/teaching-kids/resources>

<http://chrispim.co.uk/>

12. The Prep School can approach Senior School EAL Coordinator in order to assist in training of staff in the teaching and learning of EAL. Outside agency support can also be provided if appropriate. This can be done through whole school INSET, Key Stage training sessions and/or individual staff training.
13. Parents/guardians are encouraged to play a role in EAL pupils' education. Where possible the school will support Prep School parents whose first language is not English by providing a native speaker for meetings.

**Reviewed:** July 2021

**Next Review:** July 2022