Pupils with English as an Additional Language (EAL) Policy

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Approved by: SLT

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Purpose of this Policy

Heathcote Preparatory School and Nursery aims to provide a safe, inclusive learning environment for all pupils including those pupils with English as an Additional Language, taking into account their language needs, learning needs and social needs. Heathcote Preparatory School and Nursery respects the cultural heritage of all its pupils and endeavours to educate the wider school community about different cultures through humanities, assemblies, PSHRE and special theme/food days for example European Day of Languages.

What is EAL?

A child is deemed to be EAL if his or her first language is defined as any language other than English. If a child was exposed to more than one language (which may include English) during early development, a language other than English will be recorded, irrespective of the child's proficiency in English.

These definitions therefore cover the following:
- 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 (e.g. Bengali children who are born in the UK, but arrive at school with very little English due to having spoken only Bengali at home and within the community)
- Pupils who have a parent who speaks a language other than English and the child communicates with in that language (i.e. bi-lingual children)
- Children who have British citizenship can still be EAL. - If one or both of parents is a speaker of another language, the child is very likely to be EAL. It is for this reason that we ensure that we gather accurate and robust data collection on admission.

Equality Act

This policy is informed by the Equality Act 2010.

1. All children with EAL are identified on entry and their language development is closely monitored.

2. A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

3. In the Early Years, conceptual and linguistic knowledge is acquired simultaneously and staff modify their interactions to encourage language development. The pupil's key worker may arrange for additional interventions or sessions to focus upon language acquisition.

4. Children of all ages, including EYFS, are encouraged to learn to read, write and speak in their own languages as well as mastering English. The timing of learning to read and write in English will need to take into account their learning journey in their home language.

5. All teachers involved with EAL pupils' learning will be involved in the planning, monitoring and reviewing of these pupils' needs and achievements. Targets for reading and writing will be set from years 1-6 and monitored closely with regard to pupil progress and age-related attainment. If the form tutor has concerns relating to pupil progress, achievement and attainment they will converse with the school SENCo who will arrange for enhanced support for the pupil e.g. interventions and discuss these with the child's parents as appropriate. Termly pupil progress conversations with the teacher (and Headteacher and SENCo as needed) provide an additional opportunity for discussions about the progress of pupils with EAL.

Heathcote Preparatory School and Nursery will always endeavour to work closely with the pupil and parents to celebrate, share and support any learning within the child's cultural heritage.

Related Policies

This document should be read in conjunction with the SEND policy and the Equal Opportunities policy.