1. Introduction

The term English as an Additional Language (**EAL**) is used when referring to pupils whose main language at home is a language other than English.

1.1. A pupil will not be regarded as having a learning difficulty solely because the *language or medium of communication of the home is different from the language in which he or she is or will be taught.* (section 312(1), (2) and (3)Education Act 1996). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.

1.2. This policy refers to EAL pupils who are in need of support due to their EAL needs.

1.3. The EAL policy sets out the School's aims, objectives, responsibilities and strategies with regards to the needs and skills of EAL pupils who need differentiated support in class and EAL specialist support.

2. We aim to ensure that EAL pupils are able to:

2.1. Use English confidently and competently;

2.2. Use English as a means of learning across the curriculum;

2.3. Where appropriate, make use of their knowledge of other languages;

2.4. Celebrate multilingual skills and promote linguistic diversity with all pupils.

3. Responsibilities of the School:

3.1. To have a clearly outlined EAL policy;

3.2. To promote equality of opportunity for all learners for whom English is an additional language;

3.3. To welcome and value the cultural, linguistic and education experiences that pupils with EAL bring to the School;

3.4. To promote the belief that languages are skills for life, not merely a means to an academic end;

3.5. To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum and are fully integrated in school life;

3.6.   To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate;

3.7.   To identify pupils with EAL, assess their needs and skills, give appropriate support, monitor their progress and to intervene should this progress fall below expectations;

3.8.   To equip staff with high-quality professional development to expand their knowledge of EAL pedagogy and their skills for teaching EAL learners,

3.9.   All involved in teaching EAL pupils liaise regularly and relevant information on EAL pupils reaches all staff;

3.10.   Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-Bullying Policy;

4. EAL Teaching, Learning & Assessment

Eaton Square Upper School offers EAL support to pupils in the School, who are new to the English language or new in the UK; have basic or limited English or need some differentiated literacy support due to their EAL needs.

When a bilingual/multilingual pupil first joins Eaton Square Upper School, the EAL coordinator/EAL teacher meets them to determine the pupil's command of the English language. Various tests are carried out in an informal situation to take the pressure off children.

The aims are to test their competence in both language skills, productive- speaking and writing, and receptive – reading and listening, by testing word recognition, sound discrimination, grammar knowledge, oral comprehension and expression, spelling and writing skills.

Pupils perform simple operations such as selecting key information, writing words and phrases in gaps, answering open-ended questions, matching activities, putting picture stories in order, giving information about themselves, describing a picture or their daily routine etc.

It is vital to highlight the pupil's strong points as well as the weaker areas they need to work on in order to encourage and further motivate them and boost their confidence.

The EAL coordinator/EAL teacher discusses with the class teacher if EAL specialist lessons will be beneficial for the pupil. If all agree, then the EAL coordinator contact the parents and explains to them the EAL support system in the school, the relevant charges for the EAL specialist lessons and suggests ways how to support their children at home.

We have an EAL Charging Policy, which clearly sets out the type of support available and the relevant charge for it (please refer to a separate doc "EAL Charging System").

The EAL lessons are specialist language lessons, provided by an EAL teacher, and can be either individual or in small groups depending on the pupil's age and their level of English. They are individually planned to respond to the learners' existent and emerging needs. They will be

timetable in place of their academic subjects (not more than 3 times per week); the choice of subject will depend on the individual and what will best suit their academic profile

The intervention supports the learners during their language acquisition process while preparing them to respond successfully and confidently to the language demands of the mainstream curriculum. The intervention does not give the students an extra qualification, instead it gives them the educational support required at a specific stage of their learning journey.

At the end of the intervention, the learners will be awarded for their hard work, achievement, progress, outstanding work and/or commitment.

The content of these lessons focuses on giving the learners the opportunities and space to further improve their language skills in English both, independently and while interacting with their peers. At Eaton Square Upper School, we believe that a combination of a communicative approach which focuses on linguistic fluency and a more traditional one, with a bigger emphasis in accuracy, is key to determine the success of English language students in the near future.

The support during these EAL classes will include:

- Focusing on language for a specific academic purpose;
- Addressing grammatical difficulties as they arise;
- Dealing with linguistic/cultural issues as they arise;
- Responding to requests for help in specific areas, from academic staff of the pupils themselves.

The EAL teacher will help the students to produce grammatically correct written and spoken English, ideally aiming towards the accuracy of a native speaker of similar age and background. The learners will equally be given the chance to carry out more typical fluency activities (more communicative tasks) where English is used as a medium of communication rather than an end in itself.

As a result, it is expected that the learners will gradually be able to produce correct sentences using correct grammar and vocabulary, as well as produce language easily and smoothly, becoming more comfortable when using English.

The EAL teacher shares possible methods/techniques to use in the classroom that would best meet the needs of bilingual (multilingual) learners and supports teaching staff with the analysis of the linguistic demands of the content areas.

Collaboration between language and subject specialists becomes key in order to enhance student learning, guarantee a smooth transition and access the mainstream curriculum and to narrow any possible academic knowledge gaps.

The EAL teacher carries out both, formative and summative type of assessments during the intervention. At the end of each term, all EAL learners attending the intervention are tested in the four different skills and an individual report is issued home to parents/carers.

 The EAL Coordinator and the EAL teacher discuss the EAL pupils' progress in departmental meetings throughout the term and modify the type of intervention accordingly; after the proposed changes have been agreed by parents and discussed with the subject teachers.

5.   Admitting New Bilingual/Multilingual Pupils

We try to collect and record the following additional information:

- Country of origin;
- Date of arrival in the UK;
- Pupil's first language;
- Pupil's level of English;
- Other languages spoken at home;
- Pupil's level of literacy in these languages;
- Pupil's educational background;

6.   Responsibilities of the EAL department include:

- Identifying the presence and needs of EAL pupils;
- Assessing, tracking and monitoring the progress of all EAL pupils who need support;
- Devising EAL programme appropriate for the age, needs and level of English of the EAL pupil and covering basic mainstream subjects' vocabulary.
- Offering EAL support to EAL pupils during school hours, either individually or in small groups, in or out of the classroom;
- Timetabling EAL lessons;
- Resource provision - collecting, suggesting, modifying, designing and sharing with all teaching and support staff specific resources to support the learning of EAL pupils;
- Carrying out informal meetings with all staff regarding their academic progress and their personal well-being, to monitor how they are responding to this intercultural experience;
- Liaising with other provisions and/ or departments within the school in order to best address the learners' needs;
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum;
- Maintaining and updating an EAL register;
- Managing EAL data;

7. EAL Record Keeping

The School maintains an EAL pupil register, which identifies EAL pupils who need support due to their EAL needs, e.g. individual, in groups, in or out of class. Each pupil on the EAL register will have an EAL profile.

The EAL Profile consists of the following:

- EAL initial tests and Initial EAL Initial Assessment Report;
- EAL Initial Pupil Profile;
- samples of class work;
- any tests and unaided EAL written work;

8. Teaching and Learning strategies;

All teaching staff will:

- Plan for and provide appropriate stimuli for language development;
- Provide appropriate differentiated activities and extra support, where necessary in whole class and small group sessions;
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons;
- Consider our own language use and provide suitable contextual clues for EAL pupils;
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school's culture that our EAL pupils are familiar with;
- Plan for and provide specific time for support for pupils with EAL needs;
- Plan for and provide access arrangements when necessary; some EAL learners will be able to benefit from the use of a bilingual translation dictionary and some will also be able to apply for up to a maximum of 25% extra time if they have been resident in the UK for less than two years at the time of the examination.
- Be aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels);
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum related opportunities to develop listening, speaking, reading and writing skills;
- Provide good language role models for social interaction in learning activities;
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils, e.g. writing frames;
- Provide a secure, but intellectually challenging learning environment;

- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc);

- Promote language and study skills and attitudes that enable EAL pupils to become independent learners;

- Encourage parents' participation in EAL pupils' learning;

9. Role of Teaching Staff

All teaching staff are responsible for language teaching; children learn another language best when they are engaged in learning and not just when they are taught English alone.

EAL pupils should be given supported access to schoolwork at an appropriate level.

There are various ways in which this is achieved:

- Teachers need to be aware of pupils' language needs and the importance of using both, graded and authentic language in their lessons, to provide learning in an inclusive, but also challenging environment.

- Teachers need to best meet the learners' needs by giving them access to a wide range of resources that would acknowledge their strengths and weaknesses and will respond to their visual, auditory and kinaesthetic preferences, understanding that each learner could respond differently to different type of learning resources each time.

- Information on new topics should be sent home in advance where words can be translated and practised with parents in the home language;

- Use a buddy system wherever necessary;

- Display maps and have multilingual displays;

- Use bilingual books and dictionaries where appropriate;

- Encourage both, bottom-up and top-down processing strategies in all areas to help the learners to become more independent and self-led students while figuring out the meaning of new words from contextual clues, making predictions and inferences and stablishing semantic relations amongst new terms.

10. Placement in classes/teaching sets

We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement.

EAL pupils:

- o Have access to the whole curriculum;
- o Are taught with their peers;
- o Are placed in groups where they will see models of good behaviour;
- o Are placed in groups with fluent English speakers who will provide them with good language models;
- o Are placed in as high a set as possible i.e. with their intellectual/academic equals;
- o Are not automatically placed with Learning Support pupils;

11. Speaking English in School

While the school will always acknowledge and plan for the needs of all EAL pupils, Eaton Square Upper School always encourages pupils to speak English in lessons and at lunch times. There is a support system in lessons, whereby the EAL pupil will have one or two allocated 'buddies' who they can talk to in their home language to explain instructions and pass on information as necessary. In social situations (garden or park) pupils should be allowed to speak in their home language to foster and encourage social interaction.

12. Partnerships with Parents

Good relationships with parents are essential if the EAL pupil is to succeed. Parents should be made aware of the difficulties their child is facing and the time frames for learning English should also be outlined. Parents are an invaluable resource in helping children continue and expand their cognitive development, while they are learning English at school. Where appropriate, the EAL Coordinator/EAL teacher and/or the class teacher should give suggestions on how to help the EAL pupil at home.

A regular system of communication with parents, occasionally set up meetings and parents evenings, should be taken as an opportunity to best support the families in their journey to help their children in the process of the second language acquisition.

13. Ideas for helping children at home:

- Digital learning: International Children's Digital Library , BBC ('learning English' & 'real life stories' section for authentic texts), ESL Cyber Listening Lab, BITS English Language Learning and English Media Lab Homepage;
- Pre-teach some vocabulary and translate concepts learnt at school into home language;
- Exploring upcoming topics in home language before discussing and learning in class;
- Speaking/Talking Dictionaries;

- Reading books in English and in the home language;
- Encouraging interaction in English, as well as allowing opportunities to communicate in the students' home language;
- Promoting a positive learning behaviour by acknowledging attempts of using the English language (communicative purpose), while avoiding to highlight errors.

14. Note

14.1.   Any concerns about the wellbeing of a pupil with EAL should be referred to the relevant members of staff

14.2.   If the school has reasons to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the sections in the SEND policy.

14.3.   The following members of staff are responsible for the provision for pupils for whom English is an additional language:

Iva Miteva, EAL Coordinator
Ana Bermudez, EAL Teacher, Upper School

Authorised by	The Headmaster
Date	September 2017
Next Review Date	September 2018

Appendices:

Appendix 1: Strategies for supporting EAL pupils in class;

Appendix 2: EAL or SEN

Appendix 1:
Strategies for supporting EAL pupils in class

Staff use support strategies to ensure curriculum access:

• Collaborative group work;

• Enhanced opportunities for speaking and listening;

• Effective role models of speaking, reading and writing;

• Additional verbal support-repetition, alternative phrasing, peer support;

• Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.;

• Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists;

• Writing frames;

• Opportunities for role play;

Information on new topics should be sent home in advance where words can be translated and practised with parents in the home language.

• Pupils receive regular feedback from staff;

• Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;

• Discussion is provided before and during reading and writing activities, using preferred language where appropriate;

• Where possible, learning progression moves from concrete to abstract;

Appendix 2:
EAL or SEN
Triggers for Concern

- o Language acquisition progress below expected norm;
- o Unusually slow work rate compared with peers;
- o Little response to peer or teacher intervention;
- o Specific weakness in English language development, e.g. poor verbal comprehension, limited vocabulary and use of expression;
- o Poor listening and attention skills;
- o Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension or limited unaided writing;
- o Very low baseline assessment;
- o Poor ability in first language;
- o Inability to acquire basic number concepts;
- o Parent expressing concern over pupil's school progress;
- o Pupil has difficulty in subjects which are less language dependent. However, it should be recognised that knowledge of vocabulary is necessary in all subjects;
- o Emotional and behavioural difficulties;