



Devonshire House Preparatory School

EAL Policy (English as an Additional Language)

This policy is for the whole school including EYFS

Written by: Mrs D Dixon	September 2023
This Policy is the responsibility of the Head of SEND and Learning Support, in consultation with the Headmaster and School Governance.	July 2019
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In our school all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we consider each child's individual needs and experiences.

Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages, and the ability of their speakers to acquire other languages.

General Aims and Principles

The aim of this policy is to ensure that we meet the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act (1976).

Working Definitions

The overall definition for an EAL learner includes anyone who has been exposed to a language, other than English, during early childhood and continues to be exposed to this language in the home or community'.

These EAL pupils can be identified from the Nominal Roll and will include those who are bilingual/multilingual and are noted on the database.

Pupils that are identified as being below a functional level of competence (they cannot access any part of the curriculum) will be placed on the EAL Register which is distributed to the teaching staff. These pupils will receive additional specialist support from the SENDCO, as well as in-class support where necessary. Once children are more confident and can access the curriculum at an appropriate level,

they will be removed from the EAL Register. However, they may continue to receive specialist support from the SENDCO should the need occur and will be placed on the Learning Support Register or SEND Register if they have a specific learning difficulty in addition to being an EAL learner. Registers are reviewed termly across the whole school.

Roles and Responsibilities

Provision for EAL pupils falls within the remit of the SEND and Learning Support Department. The school clearly distinguishes between EAL and Special Educational Needs and Disabilities (SEND) and recognises that most EAL pupils needing additional support do not have SEND. However, should SEND needs be identified, EAL pupils will have access to the appropriate provision from the SEND and Learning Support Department. Similarly, the school recognises that there may be EAL pupils who are gifted and talented though they may not be fluent in English.

Admissions

The school does not discriminate against the admission of pupils for whom English is an additional language, where their needs can be met within our school setting. The school may advise that a child undertakes English lessons with a tutor, so they have had some introduction to English prior to their start date. This can be discussed with the admissions' team.

Assessment

During the admissions process, all children are assessed, and it is our aim to identify a child's level of English. Teachers use their professional judgement to identify children who will be unable to access the curriculum or engage proactively in school without extra support.

Depending on the age of the child, the relevant SENDCO may spend some additional time observing the child after admittance to obtain further evidence of their level of English. The SENDCO may use some diagnostic testing or informal assessment, as appropriate. Our school uses the NASSEA EAL steps to measure English language competence for 'New to English' children (SEE APPENDIX). The results are shared and discussed with the child's class teacher/s and parents/carers. A copy of these assessments will be kept in the pupil profile folders.

Thereafter, pupils should be assessed on a termly basis by the class teacher/SENDCO. It is the responsibility of the relevant SENDCO to monitor the assessments of children whose level of English requires additional support.

Teaching and Learning

In our school, we value each child as a unique individual. We aim to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. We provide learning opportunities that enable all pupils to make good

progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

The Lower, Middle and Upper Schools help children learning English as an additional language by:

- planning for pupil's language development through individual and whole class planning.
- making connections with pupils' experiences and building on existing knowledge.
- providing opportunities for pre-teaching vocabulary and new skills.
- building in opportunities for group work and collaborative work so the pupil may participate (e.g. talk partners that enable learners to participate in speaking).
- using role play, artefacts, props and visual organisers where appropriate to support children's developing language.
- providing a wide range of strategies including lots of speaking and listening opportunities.
- using speaking, reading and writing frames to structure children's use of language.
- using ICT to support learning.
- maintaining regular contact with home and wherever possible encourage parental support.
- monitoring social progress – making sure the pupil is involved in extra-curricular activities, clubs, school trips etc.
- maximising opportunities to develop social and personal confidence.
- ensuring home languages are valued and used.

The Early Years Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.
- providing opportunities for children to use and develop their home language in play and in learning.
- providing opportunities for children to hear their home languages, as well as English.
- exploring the child's skills with parents/carers to establish if there is a cause for concern about language delay when a child does not have a strong grasp of English language.

All teachers and teaching assistants are expected to:

- be knowledgeable about pupils' needs in English and other subjects.
- use this knowledge effectively in planning, teaching, use of resources, differentiation and grouping both within the classroom and outside.

All staff are expected to have a sufficient understanding and use of English to ensure the wellbeing of children in their care. They are expected to model the correct use of English and help pupils develop their English vocabulary.

Storage and Communication of Information

Information collected about a child will be kept in different places according to its nature, but it is always confidential and will only be communicated to involved persons with the knowledge and agreement of the child's parents/carers and the Headmaster. A written record will be kept of all meetings.

School:	School email:		
Pupil Surname (caps):	First name (initials):	DOB:	Gender:
Date of Admission:	Year Group:	Date of assessment:	Ethnicity:
Languages spoken:		Languages written:	

LISTENING/UNDERSTANDING		SPEAKING		READING		WRITING	
Date	Step level	Date	Step level	Date	Step level	Date	Step level
	<u>Step 1</u> ✓ Can listen attentively for a short burst of time ✓ Uses nonverbal gestures to respond to greetings and questions about themselves ✓ Can follow simple instructions based on routines of the classroom ✓ Relies on listening skill in home language		<u>Step 1</u> ✓ Can echo words and expressions drawn from classroom routines and social interactions to convey meaning ✓ Can express some basic needs, using single words or phrases in English ✓ Speaks in home language		<u>Step 1</u> ✓ Can participate in reading activities and knows the difference between print and pictures ✓ Knows that in English print is to read from left to right and from top to bottom ✓ Can recognise their name and familiar words ✓ Can identify some letters of the alphabet by sound and shape ✓ May read in home language and be able to build on literacy skills in this language		<u>Step 1</u> ✓ Can use letters and letter like forms to convey meaning ✓ Can copy or write their name ✓ Can copy or write familiar words ✓ Can write from left to right ✓ May possess some writing skills in home language

LISTENING/UNDERSTANDING		SPEAKING		READING		WRITING	
Date	Step level	Date	Step level	Date	Step level	Date	Step level
	<u>Step 2</u> ✓ Can understand simple conversational English in familiar contexts ✓ Can listen and respond to the gist of teacher explanation when language is supported by nonverbal cues, including ill ✓ Can demonstrate understanding of classroom language with teacher repetition and explanation		<u>Step 2</u> ✓ Can copy talk that has been modelled ✓ Can join in predictable refrains/ repetitive language ✓ Can pronounce words so as to be understood by a familiar listener ✓ Can generate single word utterances and telegraphic language in the context of social interactions		<u>Step 2</u> ✓ Can begin to associate sound with letters in English ✓ Starts to predict what a text will be about ✓ Can read some words and phrases they have learned in different curriculum areas ✓ With support, can follow a text read aloud		<u>Step 2</u> ✓ Can start to express meaning in writing supported by oral work or pictures ✓ Can communicate meaning through writing to themselves and a familiar reader ✓ Has some knowledge of sounds and letter patterns in English spelling ✓ May be able to write in home language

LISTENING/UNDERSTANDING		SPEAKING		READING		WRITING	
Date	Step level	Date	Step level	Date	Step level	Date	Step level
	<u>Step 3 (Threshold)</u> ✓ Can understand and respond appropriately to comments ✓ Can understand closed questions or instructions with contextual support ✓ Can listen attentively to a range of speakers including teacher presentations to the whole class ✓ Responds appropriately when the teacher is talking in a small group ✓ Can listen to stories and poem and demonstrates interest		<u>Step 3 (Threshold)</u> ✓ Can talk about matters of immediate interest in familiar setting ✓ Can convey meaning through talk and gesture ✓ Can extend what they say with support, even though speech is grammatically incomplete at word and phrase level ✓ Has a functional vocabulary for social needs		<u>Step 3 (Threshold)</u> ✓ Can read a range of familiar words, and identify initial and final sounds in unfamiliar words ✓ With support, can establish meaning when reading aloud phrases or simple sentences ✓ Can use contextual cues to gain understanding ✓ Can respond to ideas and events in poems, stories and non-fiction		<u>Step 3 (Threshold)</u> ✓ Can produce recognisable letters and words in texts, which convey meaning ✓ Can write most commonly used letters correctly even though they may be inconsistent in their size and orientation ✓ Demonstrates a growing awareness of spelling patterns and familiar words ✓ Can generate simple sentences

LISTENING/UNDERSTANDING		SPEAKING		READING		WRITING	
Date	Step level	Date	Step level	Date	Step level	Date	Step level
	<u>Step 4 (Secure)</u> ✓ In familiar contexts, can follow what others say about what they are doing ✓ Can listen with understanding to sequences of instructions and usually respond appropriately in conversation ✓ Can respond appropriately to a range of different question types, including open questions		<u>Step 4 (Secure)</u> ✓ Can talk to a range of listeners about matters of interest ✓ Demonstrates a growing repertoire of extended phrases or simple sentences in the context of a range of curriculum activities ✓ Speech shows grammatical complexity in expressing relationships between ideas and sequences of events ✓ Is starting to develop connected utterances		<u>Step 4 (Secure)</u> ✓ Can read simple texts ✓ Can use their knowledge of letters, sounds and words to establish a familiar text aloud, sometimes with prompting ✓ Can comment on events or ideas in poems stories and non-fiction ✓ Can begin to guess the meaning of unknown words from context		<u>Step 4 (Secure)</u> ✓ Can use phrases and longer statements to convey ideas ✓ Can make use of full stops and capital letters ✓ Can begin to apply grammatical rules in familiar contexts (e.g. narratives) with some accuracy ✓ Letters are usually clearly shaped and correctly orientated

LISTENING/UNDERSTANDING			SPEAKING			READING			WRITING		
Date		Step level	Date		Step level	Date		Step level	Date		Step level
		<u>Step 5 (Consolidating)</u> ✓ Shows evidence of understanding of the gist of lesson content ✓ Can understand most conversations when the subject matter is concrete ✓ Understands some conversations when the subject is more abstract with figurative and idiomatic expressions ✓ Demonstrates understanding of formal and informal language			<u>Step 5 (Consolidating)</u> ✓ Can begin to engage in a dialogue or conversation within an academic context ✓ Can produce lengthy chunks of organised connected speech ✓ Demonstrates increasing range of academic and more abstract vocabulary ✓ Can modify own language use in context			<u>Step 5 (Consolidating)</u> ✓ Can use more than one strategy, such as phonic, graphic, syntactic and contextual when reading unfamiliar words ✓ Can extract information from a variety of texts ✓ Can begin to recognise the features of different genres			<u>Step 5 (Consolidating)</u> ✓ Can use a range of grammatical structures when given scaffold support such as writing frames and a specific focus on the linguistic requirements of different kinds of writing ✓ Without support, ideas are contained in separate sentences or through simple connectives (e.g. and but) rather than linked through the use of the clauses ✓ Can start to modify writing as appropriate to the demands of the genre

LISTENING/UNDERSTANDING		SPEAKING		READING		WRITING	
Date	Step level	Date	Step level	Date	Step level	Date	Step level
	<u>Step 6 (Competent)</u>		<u>Step 6 (Competent)</u>		<u>Step 6 (Competent)</u>		<u>Step 6 (Competent)</u>
	<p>√ Can participate as an active speaker and listener in group tasks</p> <p>√ Can understand social and general school interactions delivered at normal speed</p> <p>√ Can understand most conversations when the subject is more abstract with figurative and idiomatic expressions</p> <p>√ Can understand more complex academic discourse and specialist interactions as appropriate to age</p> <p>√ Can understand many culturally embedded references and idioms, but some may still require explanation</p>		<p>√ Can use language appropriately across the curriculum for different academic purposes (e.g. explaining) some minor errors may still be evident</p> <p>√ Can start to use complex sentences</p> <p>√ Can show control of functional use of language at discourse level</p> <p>√ Becoming more competent at academic clause construction</p> <p>√ Makes appropriate use of vocabulary for different context and purposes, (including use of idioms)</p>		<p>√ Can understand many culturally embedded references and idioms</p> <p>Can read a range of complex texts</p> <p>√ Can read beyond the literal using higher order skill such as inference, deduction and hypothesis</p> <p>√ Can evaluate and analyse the content of the texts</p>		<p>√ Can produce appropriately structured and generally accurate work in a variety of familiar contexts with support</p> <p>√ Can recognise and apply organisational features of new genre with support</p>

LISTENING/UNDERSTANDING		SPEAKING		READING		WRITING	
Date	Step level	Date	Step level	Date	Step level	Date	Step level
	<u>Step 7 (independent)</u> ✓ Now has the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed		<u>Step 7 (independent)</u> ✓ Now has the range of speaking skills to participate fully within the curriculum and can be fairly assessed		<u>Step 7 (independent)</u> ✓ Now has the range of reading skills to participate fully within the curriculum and can be fairly assessed using only the NC English levels		<u>Step 7 (independent)</u> ✓ Now has the range of writing skills to participate fully within the curriculum and can be fairly assessed using only the NC English levels