



Notting Hill & Ealing High School GDST

English as an Additional Language (EAL) Policy (Junior School including the EYFS)

Background

Many of our pupils with EAL are potential high achievers who do not consider that they have difficulties due to their linguistic backgrounds. Some fail to maintain or explore learning strategies which can help them to progress, particularly with regard to the development of grammatical competence and fluency of written expression. The danger here is that the quality and depth of their English skills can 'plateau', thus preventing the pupil from reaching their full potential.

Due to the wide variety of cultural backgrounds of our pupils, there is usually excellent integration of pupils with EAL, both socially and educationally, in the life of the school.

The school recognises that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision, in addition to EAL support.

Policy

- 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

Procedures

Girls may require additional support and differentiation in order to ensure progress. On the whole, their needs should be met within the classroom environment. If any girl needs additional support, the SENCO and EAL Co-ordinator will be asked to give advice and additional learning support maybe arranged.

Role of the EAL Coordinator

- Provide information on all girls with EAL to all members of staff who may be involved with them.

- Liaise with the Assessment Co-ordinator.
- Liaise with the teacher to help make provision, through normal classroom differentiation and support, for girls with EAL
- Liaise with parents, and involve them in decision making
- Seek and respond to the views of the girls themselves at all stages

Identification and Assessment

Parents are asked to identify their daughter's first language and any additional languages when applying to the school. This is taken into account during the assessment process. This information is then communicated to the girl's class teacher and the EAL co-ordinator.

Records

A list of all girls who are EAL and those that are fluent in other languages other than English is kept by the EAL co-ordinator and shared with all staff.

Policy written September 2009

Reviewed: July 2014

Next Review: July 2015