



# EAL Policy

## Junior School including the Early Years Foundation Stage

### School Context

As a school, we are committed to ensuring that all students reach their full potential, regardless of their social or ethnic circumstances. Due to the wide variety of cultural backgrounds of our pupils, there is excellent integration of pupils with EAL, both socially and educationally, in the life of the school.

In the Junior School, EAL provision forms one branch of Special Educational Needs (SEN) provision and is co-ordinated by the SENDCo, Elizabeth Patel.

The school operates within a wider policy framework which includes the Equality Act 2010, The Education Act 1996, the Equality Act 2010, the Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015, the GDST Inclusion Policy, the GDST Equal Opportunities (Education) Policy, the GDST Accessibility Strategy, the GDST and Notting Hill & Ealing High School's Admissions Policies, the GDST Exclusion Policy, Notting Hill & Ealing School Safeguarding and Child Protection Policy, Behaviour Policy and Anti-Bullying Policy.

### Definition of EAL

We follow the GDST Trust guidelines and its definition of EAL as: "a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those who are at different stages of learning English. EAL pupils may be born in the UK, but in a family where the main language is not English. Many of the EAL pupils at NHEHS have been deliberately brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi fluent in another family language. It is important to be alert to the fact that EAL needs may 'surface' as more competent pupils progress in their education, it is also the case that many will have no language support needs during their time at the school. In such cases EAL is still relevant, however, in terms of supporting and celebrating these pupils' abilities."

### Aims and Objectives

We aim to ensure that pupils, who have all gained admission by selective examination procedures, have equality of access to the curriculum. We promote the principles of fairness and justice for all pupils, through the education that we provide, so that our pupils are able to realise their full potential academically and socially and to develop as responsible citizens.



### **The aims of the school are:**

- EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential;
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs;
- 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 extracurricular activities;
- The views of the pupil are sought and taken into account;
- Parents/guardians are encouraged to play a role in EAL pupils' education;
- Appropriate resources are available and are used in the school
- EAL pupils are enabled to achieve their potential both in the classroom and through additional support where appropriate, including the use of appropriate access arrangements for internal and external assessments;
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are actively supported and celebrated.

### **Teaching and Learning**

We take action to help pupils for whom English is an additional language by various means:

- As part of the enrolment procedure all families new to the school are asked to complete an EAL questionnaire identifying their family language;
- The list of EAL pupils is regularly updated and available to staff. Staff are trained in how to access this information;
- EAL pupils are encouraged to transfer their knowledge, skills and understanding of one language to another building on the girls' experiences of language at home and in the wider community. This enables their developing use of English and other languages to support one another;
- Providing a range of materials to broaden the pupil's experience of the English language ensuring that there are effective opportunities for talking which is used to support writing;

### **EYFS Provision**

In the EYFS at NHEHS we encourage children to develop language (home and English) through play and other meaningful learning opportunities. Children are surrounded in a rich language environment where English is modelled by both adults and their peers who support the development of a good standard in English. Children are given the confidence to communicate using



their developing and newly acquired language skills whilst also valuing communication in their home language.

### **Learning Support**

All pupils have passed an entrance test at an appropriate level for their age group. An examination in English forms a significant part of this test, so pupils will have demonstrated that they can use English at a level which will enable them to benefit from the education provided by the school.

Any pupil who is identified as requiring additional support in their use of language will be referred to the SENDCo and will be offered appropriate support, which may require consultation with external agencies. In-house support may include withdrawal lessons in small groups or provision of differentiated material.

### **Complaints about EAL provision**

If a parent has a concern about EAL provision he/she in the first instance should raise the concern with the SENDCo. If a parent wishes to make a complaint they should refer the School's complaints procedure.

This policy should be read in conjunction with the SEND Policy, GDST equal opportunities, anti-bullying, and GDST inclusion policies.

July 2020

Next review: July 2021