Lawrence House School

EAL Policy

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Approved Headteacher	Philip Davies
Approved by Proprietor	Tony Nolan

1. Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential.

Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds than their peers and face different expectations of language, education and learning. Research suggests that those new to English will acquire conversational fluency within two years but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all students with EAL at Lawrence House School are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences that students with EAL contribute to the school.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Systematically monitor students' progress and adapt policies and procedures accordingly.
- Maximise opportunities to model the fluent use of English.
- Ensure students with EAL are recognised and valued for their skills in their first languages.
- Deliver a mix of one-to-one and group teaching to ensure that students receive the more individualised tuition they may require.
- Deliver bespoke timetables, including a varied and relevant curriculum designed to meet the individual needs of the student. The teachers are often multi-disciplinary, enabling them to bring differing strengths into the classroom, creating a stimulating learning environment.

Legal Framework:

This policy has due regard to the following legislation and guidance:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)

- Keeping Children Safe in Education (KCSIE)
- The Education (Independent School Standards) Regulations 2014

The school is committed to promoting equality of opportunity and ensuring that students with English as an Additional Language are able to access education and participate fully in school life.

2. Teacher responsible for students with EAL

The responsibilities of staff who work with students with EAL are:

- Coordinating the efficient timetabling of students with EAL.
- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support students with EAL.
- Aiding staff in effective communication with parents and finding translators where appropriate.

- The EAL Lead Teacher (appointed by the school as needed) is responsible for monitoring the effectiveness of provision for students with EAL and ensuring that appropriate support and intervention strategies are implemented where required

3. EAL teaching support

The school employs the following staff who have experience working with students with EAL and are TEFL trained and will help to provide support:

- Hannah O'Dwyer

- Molly Ryan

The responsibilities of EAL teachers are:

- The induction of newly arrived students.
- Conducting initial assessments of students with EAL.
- Teaching small groups of students with EAL.
- Providing classroom support.
- Liaising with teaching staff.
- Advising on strategies to support and include students with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for students with EAL.
- Encouraging and supporting students to maintain and develop their first language.
- Developing relationships between the school and parents of students with EAL.
- Securing and providing training to ensure staff development, including INSET courses.
- Acting as consultants to staff on language-related issues.

4. The role of school staff members

All staff members have a responsibility to ensure the development of students with EAL.

They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.

- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring that intervening measures are taken to aid the student.

5. Inclusion

The school utilises a strategy of inclusion and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire school community.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

No student will be discriminated against, excluded or disadvantaged based on language, ethnicity, nationality or cultural background. The school promotes an inclusive environment where diversity is respected and celebrated.

6. Initial assessments

- The school will undertake a timely initial assessment to gauge students' English abilities in an informal manner that does not make the student feel isolated or inferior.
- The assessment will be carried out by a teacher with EAL experience using either the BKSB English initial assessment and diagnostic tools or the Learning Village assessment platform.
- Completed assessments are held on the student's profile.
- Teachers of the student will be allowed access to the assessment to inform their teaching and lesson planning.
- The student and the parents of the student may view the assessment at any time.
- Newly admitted students with EAL will receive an induction process appropriate to their individual needs. Information regarding previous education, first language, literacy skills and any additional support requirements will be gathered to inform planning and provision.

7. Classroom practice

- Teachers have high expectations of all students, regardless of gender, ethnicity, social background or English ability.
- Classroom activities will be matched to students' needs and abilities.
- Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

- Where possible, the following practices will be utilised to improve students' literacy:
- Utilisation of the student's first language expertise.
- The provision of writing frames.
- The use of props.
- Language skills will be developed through:
    - Collaborative activities involving spoken communication.
    - Feedback opportunities and conversations.
    - Good models provided by peers.
- Active participation will be encouraged by:
    - Grouping students in mixed ability groups to develop language skills, where possible.
    - 'Expert' readers and writers are present in each group to provide assistance and model language.
- Classroom displays will reflect cultural and linguistic diversity.
- Assessment methods will allow students to show what they can do in all curriculum areas.
- Bilingual dictionaries are available to aid students with EAL.
- Visual supports are utilised where possible.

8. Access to the curriculum

The needs of students with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide a greater understanding of key concepts.
- There are opportunities for students to use their first language in the classroom.
- The support requirements of students with EAL are identified, and the support is made available.

9. Working with parents and carers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Encourage parents to attend parents' evenings.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

10. Special educational needs (SEN)

A child is not regarded as having SEN solely because their home language is different from the language in which they are taught at school.

A proportion of students with EAL may have one or more types of SEN, and this must be identified at an early stage.

Assessments of SEN of students with EAL will involve EAL specialists along with SEN specialists.

Where appropriate, the school will arrange an assessment in the child's first language.

SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

The school will ensure that the parents or carers of a student with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

11. Safeguarding

The school recognises that students with EAL may face additional barriers when communicating concerns, understanding procedures or accessing support services.

Staff will ensure that safeguarding information is presented in a way that is accessible and understood by the student. Where necessary, support will be provided to ensure students are able to express concerns and understand how to seek help.

All safeguarding concerns relating to students with EAL will be managed in accordance with the school's Safeguarding and Child Protection Policy.

12. Monitoring progress

The monitoring of students' progress is a shared responsibility between all staff working with the student.

Progress will be monitored through:

- Initial and ongoing assessment.
- Teacher observations.
- Progress towards individual learning targets.
- Engagement within lessons and wider school activities.
- Reviews with parents/carers and relevant professionals where appropriate.

Student progress information will be used to inform future planning, intervention and support.

Students are encouraged to set their own targets and objectives to promote confidence, independence and accountability for their learning.

13. Policy review

This policy is reviewed every two years by the Headteacher.

The scheduled review date for this policy is July 2028.