



Glendower Preparatory School

English as an Additional Language Policy

2015-2018

Reviewed: SD November 2015

Date of Next Review: July 2018

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

Aims of the school

At Glendower we value the contribution that all pupils make through bringing their culture and language to enrich the school environment. As a staff we are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language. We aim to raise the achievement of all of our pupils and are committed to raising the achievement of pupils who are at risk of underachieving.

In order to cope with the high academic and social demands of Glendower School, girls should demonstrate a high ability in their first language and sufficient English to access the curriculum. They may be required to attend extra English lessons with the SENDCo to improve their English skills further.

Section 4.6 of the National curriculum in English states that:

“The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.”

Strategies and Support

- Teaching staff use support strategies to ensure EAL pupils access the curriculum, such as the pupil working with a teaching assistant (TA), individually or as part of a small group
- 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, non-verbal cues, pictures, use of gesture etc.
- Bi-lingual resources e.g. dictionaries, online support, bilingual staff/pupils, texts and key word lists
- Opportunities for role play

- Pupils receive regular feedback from staff
- Discussion is provided before and during reading and writing activities to ensure that the pupil understands what is asked of her
- Further support for pupils' language development is provided outside the formal curriculum e.g. in assemblies and school clubs etc.

Pupils will be supported through a TA in the classroom, working with individuals or small groups, as appropriate. Where necessary, for older children or for those who are functioning at a level behind that which could be expected for their age and time in school, withdrawal support may take place for a set period of time to address specific language or learning focus with the SENDCo.

Planning for girls with EAL

Planning is a process in which all teachers are involved. If it is deemed necessary for a girl to receive some extra support from the SENDCo, this planning is presented in the form of a Personalised Learning Plan (PLP). These are written with the collaboration of teachers and parents.

Differentiation

The SENDCo is available to support all staff in planning the differentiation for children with EAL.

Special Educational Needs and Gifted and Talented Pupils

Glendower School recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified; EAL pupils will have equal access to school SEN provision. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Related policies and documents

- Special Educational Needs and Disability Policy
- Equal Opportunities Policy
- Accessibility Plan

- Reasonable Adjustments Plan
- Anti-Bullying Policy
- Disability: Employment Policy and Procedures

This policy supports the schools in meeting its duties under the Equality Act 2010.

This Policy will next be reviewed in November 2018