



Glendower Preparatory School

English as an Additional Language Policy

November 2024

Reviewed: November 2024
Date of Next Review: November 2025

At Glendower, we are committed to providing a high standard of education to all pupils, including those for whom English is an additional language (EAL). This policy outlines our approach to supporting EAL pupils to ensure they have full access to the curriculum and are integrated into all aspects of school life.

The Department for Education (DfE) states that [the term EAL](#) (English as an Additional Language) is used when referring to a child whose first language was other than English. The (DfE) defines 'first language' as 'the language to which a child was initially exposed during early development and continues to be exposed in the home or in the community.'

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 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 morning sessions or extra English lessons with the SENDCo/language teacher to improve their language 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

Continuous assessment through classroom observations and teacher feedback ensures accurate monitoring of language development.

- 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 and opportunities for role play
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Effective use of visuals, organisers and pre-teaching; use of posters, non-verbal cues, pictures, use of gesture and pictures

- Additional verbal support – repeating and recasting (not correcting), copying, reproducing, naming, matching, sorting, identifying, explaining, instructing, describing, narrating
- Bi-lingual resources e.g. Kindle translate and dictionaries on iPads, EAL websites, bilingual staff and pupils and texts
- 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, day trips, residential trips and school clubs etc.

Pupils will be supported in the classroom by the subject teacher or the TA, 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 or language teacher.

Planning for students with EAL

Planning is a process in which all teachers are involved. If it is deemed necessary for a pupil 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.

Early Years

Although English is the main language spoken in the Nursery, children are provided with opportunities to play in their own language. Their home culture is celebrated through topics such as 'Ourselves' and children are taught English through phonics sessions, discussions, stories, poems, songs and play.

Adaptive Teaching

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

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

- Anti-Bullying Policy
- Disability: Employment Policy and Procedures
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The policy aligns with **The Equality Act 2010**, ensuring that no pupil is discriminated against due to language.

Further Sources of Information

- The NALDIC website is a source of information for all matters connected to EAL provision:
<https://naldic.org.uk/>
- [Effective Teaching of EAL Learners- Bell Foundation](#)
- [EAL and Achievement- Education Endowment Fund](#)

This policy will next be reviewed in November 2025.