# Policy 3.9

# Kitebrook Preparatory School

# ENGLISH AS ADDITIONAL LANGUAGE (EAL) POLICY

## (Including boarding, day and EYFS pupils)

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**Kitebrook Preparatory School Policy 3.9 EAL Policy**

## 1. Aims of the Kitebrook Preparatory School with regard to English as an additional language (EAL):

1.1 A child with EAL is a child who has been exposed to a language other than English during early development.
1.2 Kitebrook provides a welcoming environment in which pupils feel they can confidently participate and contribute whilst following a prep school education. The school aims:

- To integrate the pupil as quickly as possible with his/her peers both pastorally, socially and academically
- To encourage each child to fulfil his/her potential
- To prepare the student for the demands of the wide curriculum on offer
- To provide an adapted learning environment

1.3 We aim to ensure that Kitebrook's commitment to Equal opportunities is met, to identify and to respond to the needs of children in order to secure for these children full access to the curriculum. For all EAL pupils, including EYFS, opportunities are given to allow them to develop and use their home language in play and learning, and to ensure that they also have sufficient opportunities to learn and reach a good standard of English.

## 2. Procedures

2.1 The staff are asked to follow simple steps to help the child integrate into life at Kitebrook:

- Find out about the child's country of origin.
- Speak his/her name regularly and positively.
- Smile at the child frequently for reassurance.
- Include him/her in the life of the class, but do not pressure him/her if they do not wish to participate.
- Allow the child time and space to observe what is happening and give importance to listening.
- Try to reinforce simple, consistently worded commands visually, through mime, demonstration or pictures.
- Use key phrases in the home language e.g. hello, goodbye, thank you.
- Ensure that effective models of spoken and written language are in use.
- Provide enhanced opportunities for speaking and listening.
- Welcome the parents to share activities with the child.
- Within EYFS, choose themes to help the child settle in such as 'Home', 'Journeys' and 'Myself', which all provide opportunities to involve the pupil and to draw on their experiences.
- Use resources to reflect a child's background e.g. maps, cooking, books etc.

2.2 Sufficient opportunities will be planned by the teacher to ensure the child may use their home language in play and learning. As well as activities and experiences which will develop a good standard in the English language.

2.3 Do not worry if at first the child seems unresponsive. It will take time before he/she feels confident enough to make oral responses.

**3. The Inclusion Statement**

3.1 Kitebrook has three principles, which guide our development as a more inclusive school:

- Set appropriate learning challenges
- Respond to the diverse learning needs of all pupils
- Provide adaptations to help to remove potential barriers to learning

**4. Objectives**

4.1

- To provide adequate assessment procedures to assess the individual's requirements.
- To provide specialist teaching where necessary.
- To liaise with parents and any outside agencies if required.
- To monitor progress and identify strengths and weaknesses.

**5. Action**

5.1

- Assessment from the head of Learning Skills & EAL specialist at Kitebrook. This will use the Bell Foundation assessment tool & other school assessments.
- Where needed, an LISP/teaching programme will be written for the child to reflect the needs and targets for the child.
- An LSP will be written to ensure all staff are aware of the child and their language/needs
- 1:1 or small group pre-teaching/consolidation will be given by the EAL specialist in line with the LISP.
- Progress will be monitored by the form tutor and Head of Learning Support.
- The LISP/teaching programme will be reviewed termly by the head of Learning Skills & the LISP will be updated accordingly.

**6. Procedure and Provision**

6.1 Kitebrook follows a clear, graduated procedure. Identification, assessment, planned provision and review as detailed in the SEND Code of Practice 2015.

**7. Organisation**

7.1 It is Kitebrook's policy to avoid withdrawing pupils from curricular lessons where possible. Support is given, therefore, as far as is possible, before school or over lunchtime, thus enabling children not to miss out on important lessons or playing time with their peers. Some in-class support may be given as appropriate.

**8. Resources and EAL Register**

8.1 All tasks EAL pupils are asked to do are properly adapted to recognise their circumstances and to meet their needs in English. The following criteria are followed when selecting resources to support a child who is developing an acquired language:

- They should relate to a child's experiences.
- They should always provide positive images.
- They should value cultural diversity.
- They should contain repetitive language.
- They should encourage participation.
- They should provide interest and challenges.

8.2 A register of pupils with EAL needs is maintained by the HLS. Progress is reviewed and monitored by their teacher(s) and Section Leads. This information is recorded in the child's individual learning journal (EYFS) and pupil records, where relevant. Please refer to SEND and Equal Opportunities Policies.