



COLLEGIATE

INDEPENDENT CO-EDUCATION

FROM NURSERY TO SIXTH FORM

Policy Title: Provision for Pupils with English as an Additional Language (Prep School)

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References:

Curriculum Policy (Prep School)
 Learning Support Policy (Prep School)
 SEND Code of Practice 2022
 Equality Act (2022)

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Version	Date	Amendments
V2.2	07.09.22	Rebrand and review
V2.1	01.09.19	Extensive review. Restructured and reformatted.
V2.0	19/09/2018	Addition of amendment tracking
	21/09/2018	Insertion of Table of Contents

This policy is made available to parents of all pupils, on the School website and on request from the School Office. It is available to the Staff at the School from the School website, the school network and on request from the School Office. Content of this policy is directly discussed with new staff upon induction into the School.

www.Colleigate.org.uk

Collegiate's School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

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Introduction

Collegiate's Prep School admits a small number of students with English as an additional language (EAL). These students include:

- Students arriving from other countries whose first language is not English
- Students who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home
- Students who have been born in the UK, but for whom the home language is not English
- Students who have a parent who speaks a language other than English and who the student communicates with in that language (ie. bi-lingual children).

In line with the school's overarching aims, we believe that:

- All EAL students should be provided with a broad, balanced and relevant curriculum.
- All EAL students should be provided with equal opportunities to achieve their potential.
- All EAL students should be supported to become confident in the literacy and oracy skills required for effective participation in higher education and employment.

To achieve this, many EAL pupils receive one-to-one or small group EAL tutorials to develop their English speaking, listening, reading and writing skills.

Many of our EAL students are academically able. The procedures outlined below are designed to address the needs of students who require additional support with English language but also, importantly, to make provision for students who are bilingual or multilingual and offer them the opportunity to achieve academic excellence in languages other than English.

CNED Programme

Collegiate admits a small number of students from France whose families have temporarily relocated to the South West. These students are supported through our CNED Programme (Centre National d'Enseignement à Distance – France). This programme enables students to develop English language skills through immersion in aspects of the English curriculum (taught in English, with differentiated support) at the same time as following the French CNED curriculum (taught in French) to ensure they can re-integrate into the French educational system on their return to France.

Identification of the learning needs of students whose first language is not English

Prior to entry

Pupils' language skills are assessed prior to entry to the school and during the first term in the Prep School.

At the Early Years Foundation Stage, liaison with staff prior to entry, through taster days or home visits, provides the opportunity for language skills to be discussed. Once a pupil has been admitted to Pre-School or Reception, language skills are assessed through the early learning foundation stage criteria and against the five new codes to assess EAL pupils (See Appendix 1).

In the Pre-Prep and Junior Departments, pupils' language skills are assessed through an internally produced writing paper testing their continuous writing, spelling and grammar skills. This provides an initial assessment of individual pupils' language skills and abilities for the SENDCo, the Head of English and the Senior Management Team, which allows them to identify students who maybe in need of additional language and literacy support.

On entry

On entry to the school, parents complete an acceptance form that identifies the first language spoken by their child and any additional languages spoken.

Teachers play an important role in identifying and monitoring the needs and progress of EAL students in their lessons, through listening to them talk / read and through the assessment of their written work. They should also seek to celebrate language and cultural diversity where relevant and appropriate.

EAL details are recorded on the Central Record and the EAL register. These are digitally available to all staff.

Support

The support given to EAL students will depend upon their individual needs. It is important to note that because a student has English as an additional language, it does not mean that they have a Special Educational Need. They may require support, however, in order to access the curriculum to their full potential. Should a student require support, parents will be contacted by the Head of Prep School or the SENDCo so that they can be fully involved and informed regarding the provision planned for their child and their child's progress.

Pupils who require withdrawn interventions and/or in-class support are identified on the Learning Support register and the EAL register. This is available to staff on the network. A range of support may be offered:

- At EYFS stage, pre-school and reception children benefit from a visually rich environment with opportunities for language to be modelled and vocabulary extended through play. Makaton may be used as a form of early communication and nurture groups using 'A Time to Talk' may also be implemented according to need.
- One-to-one tutorials with an EAL tutor or the Learning Support Department.
- Small group tutorials with an EAL tutor the Learning Support Department.
- In class support from a Teaching Assistant
- Support with language skills from the class teacher –for example, in the use of writing frames, key word grids, sentence starters, modelled answers, literacy marking and target setting focused on language and literacy skills.
- Children's reading is fostered and encouraged through regular reading checks and motivational stickers by classroom teachers and the Head of English. Additional support from a classroom assistant to hear readers is also available according to need.

The role of the classroom teacher

The Teachers' Standards clearly state that teachers should:

'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'

DfE: Teachers' Standards Guidance for school leaders, school staff and governing bodies July 2011(introduction updated June 2013)

- Teachers are responsible for identifying the EAL students they teach. This is done by consulting the EAL register and the Learning Support register, which details the specific needs of students receiving withdrawn interventions and/or in class support.
- Teachers should make appropriate provision for EAL students within their classrooms in order to ensure that they can access the curriculum and fulfil their academic potential. Please see Appendix 2 for examples.

Policy Evaluation and Review

This policy is reviewed bi-annually by the Director of Learning Support and EAL in consultation with the Head of Prep School, the Prep School SENDCo and relevant colleagues.

Appendix 1

The five codes to assess EAL pupils (Bell Foundation):

A New to English

The pupil may:

- Use first language for learning and other purposes.
- Remain completely silent in the classroom.
- Be copying/repeating some words or phrases.
- Understand some everyday expressions in English but may have minimal or no literacy in English.

Needs a **considerable** amount of EAL support.

B Early Acquisition

The pupil may:

- Follow day-to-day social communication in English and participate in learning activities with support.
- Begin to use spoken English for social purposes.
- Understand simple instructions and can follow narrative/accounts with visual support
- Have developed some skills in reading and writing.
- Have become familiar with some subject specific vocabulary.

Still needs a **significant** amount of EAL support to access curriculum.

C Developing Competence

The pupil may:

- Participate in learning activities with increasing independence.
- Be able to express self orally in English but structural inaccuracies are still apparent.
- Be able to follow abstract concepts and more complex written English.
- Literacy will require ongoing support, particularly for understanding text and writing.

Requires **ongoing** EAL support to access curriculum fully.

D Competent

- Oral English developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts.
- Written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

Needs **some/occasional** EAL support to access complex curriculum material and tasks.

E Fluent

- Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.
- Operates without EAL support across the curriculum.

Appendix 2: Exemplar Strategies to support EAL learners in the classroom

- Taking into consideration the level of a student's language skills and proficiency when planning lessons, setting assessment tasks and assessing work.
- Positively identifying and praising what a student has learnt and understood.
- Explicitly identifying and defining key words and terminology (Key Word and Command word sheets) to be used during the topic/lesson.
- Using visual support e.g. pictures, artefacts, videos, to support comprehension.
- Being aware of aspects of spoken English that may cause confusion – for example, idiomatic English.
- Repeating instructions given verbally and encouraging the student to ask if he/she does not understand.
- Providing Writing Frames, word banks and sentence starters to scaffold writing.
- Modelling writing/answers or providing exemplar models.
- Creating 'safe' opportunities for EAL students to practise spoken English – for example, pair or small group discussion before whole-class discussion.
- Use of literacy marking to focus on selected common errors (rather than marking all errors, which can be demotivating).
- Target setting and dialogue marking focusing on language and literacy skills
- Identification of gifted bilingual or trilingual students in order to ensure provision, where appropriate, is made for those students to sit external examinations or early entry for examination.
- Promoting the use of the student's first language (at home) for content learning and key concepts. This will enhance, not hinder, the acquisition of English. Students who are literate in their first language tend to make faster progress than pupils who are not. They should be encouraged to use these skills to support their learning.