St Ives School

Haslemere

English as an Additional Language (EAL)

POLICY STATEMENT

At St Ives School, there may be pupils who do not use English as their first language at home, and they may have learning requirements linked to their progress in learning English as an additional language. The school is committed to making appropriate provision for the learning and teaching of such pupils (EAL pupils), identifying their needs, and ensuring equality of access to the curriculum.

This policy statement applies to all members of the school community, including those in the EYFS setting, St Ives School is fully committed to ensuring that the application of the EAL Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document. St Ives School seeks to implement this policy through adherence to the details set out in the rest of the document.

This document is available to all interested parties on the school's website and on request from the main school office. This document should be read in conjunction with:

- Mission Statement, Aims & Ethos
- Curriculum Policy (including EYFS)
- Equal Opportunities Policy

It is reviewed annually, or as events or legislation changes require, by the Senco. The next scheduled date for review is January 2027.

DEFINITION

An EAL (English as an Additional Language) pupil is defined, by the Department for Education, as a pupil who is "exposed to a language at home that is known or believed to be other than English". This is not a measure of English Language proficiency, and it is noted that many EAL pupils will also be completely fluent in English Language.

Nationally, the numbers of pupils recorded as EAL continue to increase year on year.

AIMS

At St Ives we aim to ensure that all EAL pupils are identified and that procedures are followed to ensure that their needs are met, so that they make good progress.

In order to achieve this, we:

- Monitor the progress of pupils on the EAL register.
- Identify any EAL pupils who may require further support to continue to make good progress.
- Provide recommendations of practical advice to staff, pupils and parents to support learning across the curriculum.

PROCEDURES AND PROVISIONS

Identifying EAL Pupils

As part of the admissions process, we request from parents' information about any other languages they speak at home and identify any pupils whose main home language is not English. Taster days may also identify difficulties which may be EAL-related.

EAL-related difficulties may also be identified by form tutors or subject teachers and recorded on Isams. Referrals are made and concerns raised to the learning support department.

The school holds an EAL register, which identifies these pupils as well as languages spoken fluently by the pupil, and languages that are routinely spoken in the home.

Support for EAL pupils

In practice, the majority of our pupils whose main language is not English are already fluent in English and require very little, if any, additional support.

However, where concerns are raised about EAL impacting academic attainment and progress, an assessment is completed to identify the pupils' level of fluency in Listening, Speaking, Reading and Viewing, and Writing. Following this internal assessment and where required recommendations to support the pupil to improve their fluency of English Language will be made to pupils, staff and parents.