

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This is a whole School policy and applies to all pupils in Mayfield Preparatory School including pupils in the Early Years Foundation Stage.

EAL Definition: “A pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those who are at different stages of learning English. EAL pupils may be born in the UK, but in a family where the main language is not English. Many of the EAL pupils at Mayfield have been deliberately brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi fluent in another family language. It is important to be alert to the fact that EAL needs may surface as more competent pupils progress in their education, it is also the case that many will have no language support needs during their time at the school. In such case EAL is still relevant, however, in terms of supporting and celebrating these pupils’ abilities.”

(GDST trust guidelines)

Contents

1. English as an Additional Language (EAL) Policy
2. Aims and Objectives
3. Provision
4. Identification and Assessment
5. Monitoring and Evaluating
6. Roles and Responsibilities

Mayfield Preparatory School is an independent school for boys and girls from Nursery to Year 6. It is a day school. At Mayfield Preparatory School our aim is to identify, assess and make provision for children with English as an additional language. The purpose of this document is to provide information about our approach and procedure that will enable all partners to work together for the benefit of children with English as an additional language.

2. Aims and Objectives

Our objectives are to encourage a whole school approach, where class teachers, subject teachers and learning support staff all work together to provide support, encouragement and understanding in every aspect of a pupil’s school life from Nursery, through Reception and through Years 1 to 6.



Aims:

- To assist all pupils to become competent users of spoken and written English.
- To provide equal access to educational opportunities for children with English as an additional language.
- To promote and develop self-esteem and confidence in pupils with a Non - English speaking background.

3. Provision

EAL children are based within the class as it is believed that they benefit from the modelling of English from their peers. Flexibility in our provision is of significant importance to us in order to deliver the most appropriate and beneficial support to a child. Types of provision include one or more of the following:

- In-class support by the teacher.
- In class support by Learning Support Assistants and Teaching Assistants.
- Small group or individual withdrawal.

4. Identification and Assessment

The majority of children will learn English and make progress within the classroom environment. Those children, who may need extra support, will be identified by the teacher (Some children will be identified before they enter Mayfield School).

The class teacher/teacher will discuss the child with the relevant SENCO to decide on the appropriate action.

5. Monitoring and Evaluating

The children's progress is monitored through:

- Individual tests, class tests, class work in all subjects and reading records.
- Through discussions which can take place in staff meetings, arranged meetings and informal discussions in the staff room.
- Through informal and frequent liaison between Headteacher, SENCOs, Teachers, and Teaching Assistants.

6. Roles and Responsibilities

It is the responsibility of all the teacher staff within Mayfield School to meet the needs of the EAL children. It is the Class Teacher/Teacher's responsibility to notify the relevant SENCO in the EYFS or the Prep School if they have any concerns.

Reviewed on : August 2014

Review Date : August 2017

Head Teacher : Matthew Draper

Chair of Governors : June Aubrook

