North London Collegiate School

Founded 1850

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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Policy Lead	Deputy Head (Academic), Deputy Head (Pastoral) & Head of Junior School
Reviewed By	Assistant Head Teaching and Learning, SEND Adviser & Junior School Learning Support Advisor
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1. Introduction

1.1 North London Collegiate School (the School), is aware that multilingualism is a strength and that pupils who have English as an Additional Language (EAL) have a valuable contribution to make.

1.2 The School defines EAL as: "Language or (form of language) in which the pupil is or will be taught is different from a language (or form of language) which is or has been spoken at home." 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 solely English. Many of the EAL pupils at the School have been brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi-fluent in another language.

1.3 EAL children come from a range of ethnic and linguistic backgrounds and most are literate in their mother tongue as well as in English.

1.4 The teaching and learning, achievements, attitudes and wellbeing of all pupils are paramount. The School encourages all pupils to achieve the highest possible standards and do this through taking account of each pupil's life experiences and needs.

1.5 This policy must be read in conjunction with the following:

- EYFS policy (internal document)

1.6 This policy applies to the whole school from Early Years Foundation Stage (EYFS) to Sixth Form.

1.7 This policy is available on the School website.

1.8 Copies of the above are held at the Senior School Office for consultation by parents. You may also email the School at Office@nlcs.org.uk to request hard copies which can be made available in large print or other accessible format if required.

2. Aims and objectives

2.1 The School aims to ensure that pupils, who have all gained admission by selective examination procedures, have equality of access to the curriculum.

2.2 The School promotes the principles of fairness and justice for all through the education provided so that pupils can realise their full potential academically and socially, and to develop as responsible citizens.

2.3 The School aims to ensure it meets the full range of needs of those pupils for whom English is an Additional Language in line with the requirements of the Equality Act 2010.

2.4 Pupils with EAL will have equitable access to the curriculum, co-curricular activities, pastoral support and all aspects of School life.

3. Statutory and regulatory framework

3.1 This policy complies with the following:

- Equality Act 2010

4. English acquisition

4.1 A simple 5-stage model of English acquisition is used to describe a pupil's capability in English. This is a 'best-fit model' that provides a simple and consistent model for use to make a general assessment.

4.2 New to English

The pupil:

- May use his first language for learning and other purposes.
- May remain silent in the classroom.
- May copy / repeat some words and phrases.
- May understand some everyday English expressions but have minimal or no English literacy.
- Needs considerable support.

4.3 Early Acquisition

The pupil:

- May follow day-to-day social communication in English.
- May be beginning to use spoken English for social purposes.
- May understand simple instructions and be able to follow narrative / accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject-specific vocabulary.
- Still needs significant support.

4.4 Developing Competence

The pupil:

- May participate in learning activities with increasing independence.
- May be able to express himself orally in English but structural inaccuracies are still apparent.
- May be able to follow abstract concepts and more complex written English.
- Requires ongoing support with Literacy, particularly for understanding text and writing.
- Requires support to access the curriculum fully.

4.5 Competent

The pupil:

- Has Oral English that is developing well, allowing successful engagement in activities across the curriculum.
- Is able to read and understand a wide variety of text.
- Has Written English that may lack complexity and contain occasional evidence of errors in structure.
- Needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

4.6 Fluent

The pupil:

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his first language.

5. Scope and responsibilities

5.1 If a pupil is identified as having EAL needs, the Junior School's (including EYFS setting) Deputy Head (Academic), and the Deputy Head (Academic) in the Senior School will work closely with the School's Special Educational Needs and Disabilities advisors to provide additional support, but noting that EAL is not automatically a special educational need.

5.2 The School is 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.

6. Senior School teaching and learning

6.1 Children are assessed on entry to the Senior School and a level of spoken and written English is necessary for a child to be offered a place. As part of the enrolment procedure all families new to the School are asked to complete a form identifying their family language. If a child who is offered a place is deemed to need extra help with language, additional English teaching will be offered as required.

6.2 Pupils who have been identified as having an EAL need will be closely monitored and this information will be recorded on their 'Individual Support Plan'. Any pupil who is identified as requiring additional, specific support in their use of language will be referred to the Special Education Needs and Disabilities advisor for support, and if appropriate, targets set to support the pupil's progress.

6.3 Action is taken to support EAL pupils, as appropriate to their individual needs, by various means:

- EAL pupils additional learning needs are identified and shared with teaching staff.

Any areas of difficulty are outlined for staff, including information about appropriate differentiation and support strategies.

- EAL pupils are encouraged to transfer their knowledge, skills and understanding of one language to another building on the pupil's "experiences of language at home and in the wider community". This enables their developing use of English and other languages to support one another.

- By providing a range of materials, through specific subject teaching and through the School Librarians, the pupils' experience of the English language is broadend, ensuring that there are effective opportunities for talking which is used to support writing.

- EAL pupils will be provided with additional material by subject staff, dependent on their individual needs.

- Additional support will be offered informally on a one-to-one basis by subject or form staff as appropriate.

7. Junior School teaching and learning (including EYFS)

7.1 Children are assessed on entry to the Junior School and a level of spoken and written English is necessary for a child to be offered a place. If a child who is offered a place is deemed to need extra help with language, additional English teaching will be offered as required.

7.2 Pupils who have been identified as EAL will be closely monitored and this information will be recorded on their 'Pupil Support Plan'. Any pupil who is identified as requiring additional support in their use of language will be referred to the Special Education Needs and Disabilities advisor for assessment, and if appropriate, targets set to support the pupil's progress.

7.3 Lessons for pupils who have been identified as EAL will be carefully planned (with regard to whole class activities, small group activities and individual learning activities), and teaching assistants will be deployed to support in lessons.

7.4 The planning involved in bringing pupils up to speed with curriculum subjects will take into account factors such as:

- Age
- Previous experience of schooling and curriculum content
- Knowledge of other languages
- Literacy level in their first or other languages

7.5 For pupils in the EYFS setting who are identified as EAL, the School will ensure that opportunities are provided to develop and use their home language in play and

learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English language, and details of the provision afforded in this respect can be found in the School's EYFS policy.

8. Monitoring and review

8.1 The Senior Team will regularly monitor and evaluate the effectiveness of this policy, and associated procedures. The implementation of this policy will be reviewed, monitored and evaluated via:

- the outcomes of school inspection;
- review of public examination results;
- review of internal examination results;
- use of pupil voice and feedback from parents;
- review at pastoral meeting;

8.2 The policy will be reviewed every year (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Deputy Head (Academic), Deputy Head (Academic) of Junior School (including the EYFS setting) and the relevant committee of the Governing Body.

8.3 The date of the next review is shown on the front page.