



Ipswich Preparatory School EAL Policy (Including EYFS)

Statement of Intent

The school values all cultures and languages and recognises the multi-lingual nature of the pupils within the school. By valuing home languages the school strives actively to promote a positive attitude towards multi-lingualism. It is recognised that to develop their full potential, the emotional, social and intellectual needs of ethnic minority pupils need to be met.

This policy exists to make provision for pupils for whom English is an additional language (EAL) and to raise the achievement of pupils who are at risk of underachieving. The intention is that the policy will enable the pupils to develop their ability to use and understand English confidently and competently so that they can meet the demands of the curriculum and of adult life.

Purposes

- To acknowledge cultural and linguistic diversity.
- To value the use of the home language to access the curriculum.
- To support the collaboration of pupils, parents and professionals in the process of decision making about meeting the needs of ethnic minority pupils.
- To develop and share good practice in the support of EAL pupils.
- To assess monitor and review the progress of EAL pupils.

Expectations

- An annual review of EAL pupils.
- Staff responsible for EAL pupils to disseminate relevant information to all other staff.
- To encourage effective communication across the school to meet the needs of EAL pupils.
- To develop appropriate strategies with pupils to support their progression with learning English.
- Induction programmes to be established by the EAL Subject Leader for beginner bi-lingual pupils.
- Staff responsible for teaching EAL pupils together with the EAL Subject Leader, to monitor and evaluate the effectiveness of their work.
- Extra learning support given to individual pupils as required.

Responsibilities

All members of staff have a responsibility to work in collaboration to provide a broad and balanced curriculum that supports all pupils, including any pupils with EAL. They are also responsible, along with the EAL Subject Leader to assess, monitor and review the progress of EAL learners on a termly basis. It is the responsibility of the EAL Leader to provide additional learning support as required and to document this appropriately.

Monitoring and Evaluation

The EAL Subject Leader, together with relevant teaching staff and support staff will monitor the progress of individual pupils.

The school makes reference to the Department of Education EAL classification codes. These are the reference points for students on the EAL register.

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