



IPSWICH PREP SCHOOL

Ipswich Preparatory School EAL Policy (Including EYFS)

EAL Policy: Statement of Intent

Ipswich Preparatory School values the multilingual nature of its pupils and celebrates all cultures and languages. We actively promote a positive attitude towards multilingualism, recognising that meeting the emotional, social, and intellectual needs of all pupils, including those from ethnic minority backgrounds, is crucial for their development.

This policy aims to support pupils for whom English is an Additional Language (EAL) and improve the achievement of those at risk of underachieving. Our goal is to enable EAL pupils to develop confident and competent English language skills for the curriculum and adult life.

Purpose

This policy outlines the school's approach to identifying and meeting the needs of pupils classified as EAL.

Definition of EAL

An EAL pupil is defined as one whose first language is not English. This includes bilingual pupils and those learning English at various stages.

EAL pupils may be:

- New arrivals from a foreign country and school.
- New arrivals from a foreign country with prior English schooling.
- Born abroad and moved to the UK before starting school.
- Born in the UK with a home language other than English.

These pupils will require different levels of support.

Aims & objectives:

- To help all pupils overcome learning barriers.
- To value the cultural, linguistic, and educational experiences of EAL pupils.
- To implement appropriate support strategies for EAL pupils to access the curriculum.

- To develop EAL pupils' confidence and fluency in English (speaking, listening, reading, and writing).
- To encourage pupils to practice and improve their English.
- To involve parents in supporting their children's language development.
- To effectively assess EAL pupils' needs and provide appropriate support school-wide.
- To equip teachers with the necessary skills and resources to support and monitor EAL pupils.
- To track EAL pupils' progress termly in progress meetings to inform teaching and interventions.
- To adapt lessons to provide relevant EAL support.

School/Class Ethos

Our school ensures all pupils access a broad and balanced curriculum. We believe English is best learned through active participation in all learning opportunities alongside their peers. Our ethos and pastoral care support EAL pupils' integration while valuing diversity. New arrivals with limited English can initially use their home language for assessments, with a language transition program implemented as they settle.

- Classrooms will be socially and culturally inclusive.
- Teachers will recognise and value pupils' first languages, building on their strengths and promoting bilingualism.
- Staff understand that acquiring fluency in academic English takes time and that support may be needed even after oral fluency is achieved.

Supporting the EAL Policy: Whole School Language Development

All teachers support EAL pupils' language development across the curriculum by considering oral work, modeling language, vocabulary, reading support, writing tasks, and the role of additional adults. Form Teachers specifically develop literacy skills, use speaking/listening, plan vocabulary, teach reading strategies, and model writing.

EAL learners have varied language backgrounds (multilingual, interrupted schooling, SEN), but all benefit from targeted language development to access academic content and succeed. As the curriculum progresses, language demands increase, requiring explicit teaching of diverse language skills, including the shift from spoken to written forms.

Beginner EAL learners need 1-2 years for basic spoken English and 5-7 for academic English. We aim for their immediate inclusion and language development within the curriculum, with early in-class and small group support. Strategies include language-rich classrooms, using existing knowledge, bilingual support, translated materials, practice time, visuals, and interactive activities – all focused on language development.

Developing full literacy for EAL learners involves understanding spoken to written language. We support language development through talk (speaking, listening, discussion), text (reading strategies, understanding structures, research skills), and writing (planning, structuring, clear expression), using specific teaching techniques for each to build language skills.

Assessment

EAL needs are identified during admissions:

- The Admissions Officer gathers and shares information about pupils' additional language needs with teachers.
- An initial meeting with teachers and parents/carers starts ongoing evaluation.
- Initial assessment data will help inform of any initial interventions required.
- Lesson observations will take place where appropriate.

Teaching and Learning

Staff will support EAL pupils by:

- Providing scaffolding in the classroom work when needed.
- Setting appropriate expectations and encouraging detailed contributions.
- Carefully monitoring progress and setting challenging learning objectives.
- Allowing sufficient processing time for answers.
- Ensuring effective speaking opportunities to support writing.
- Encouraging the transfer of language skills.

Access and Support

- All pupils follow the full curriculum.
- EAL pupils may receive in-class Teaching Assistant support from a class Teaching Assistant.
- Additional booster support such as pre teaching will be provided when appropriate.
- If a child is identified as having a significant EAL need that impacts on their ability to access the curriculum, a Learning Pathway will be created. Please refer to the Learning Enhancement policy for further details.

Monitoring Progress

Pupil progress is monitored collaboratively by Teachers, Teaching Assistants, the Learning Enhancement Team, and the Director of Studies. Pupils are encouraged to set their own targets to promote self-esteem and accountability.

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Next review due: May 2026