



English as an Additional Language (¹EAL)

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¹ NB: The School uses the acronym EAL; other institutions may use ESL (English as a Second Language) or EFL (English as a Foreign Language). For the purposes of this policy, these terms are interchangeable.

Introduction

1. The term English as an Additional Language (EAL) is used when referring to pupils whose first language is other than English. Appropriate intervention is provided for all pupils with EAL needs, in order to help them meet the highest possible academic standards. This policy sets out the School's aims and strategies with regard to supporting pupils with EAL overcome the challenges faced when studying in another language, whilst acknowledging existing skills.

Admissions

2. In line with our Admissions Policy, Wellingborough School may admit children whose first language is not English. The admission of such children will be based upon our judgement of their linguistic capacity to access the curriculum. It is recognised that linguistic competence is likely to increase swiftly through the immersion of being taught in English and mixing with English-speaking children. Accordingly, allowances are made for children whose English is not fluent, but whose proficiency and literacy in their first language and general ability is clear.

Aims

3. To assess the skills and needs of identified pupils with EAL and to give appropriate provision throughout the School, regularly monitoring progress and attainment and adjusting support accordingly. The School uses the graduated approach cycle: assess, plan, do, review.
4. To ensure that the full range of needs of pupils whose first language is not English is met in line with the requirements of the Equality Act 2010, the Education and Skills Act 2008 and the Education (Independent School Standards) Regulations 2014.
5. To identify as early as possible a pupil who does not make the expected progress because of underdeveloped English language skills.
6. To make the school curriculum more accessible and support pupils to enable them to reach their full academic potential and achieve the highest results possible in formal and informal, internal and external, formative and summative assessment.
7. To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages and build upon existing competencies, recognising the strength of bi or multilingualism and the valuable contribution this makes to the School.
8. To strengthen and solidify Speaking, Listening, Reading and Writing skills and increase fluency in all aspects of the English language.
9. To acquire and broaden knowledge of subject specific language and put in place additional support for a particular subject or subject area, if it is deemed that academic progress is being hindered due to underdeveloped English skills.
10. To acknowledge and celebrate the cultural identity and background of pupils with EAL, whilst developing and widening appreciation of British culture, values, and behaviour.
11. To raise staff awareness of the developmental needs of pupils with EAL and maintain a channel of communication with subject teachers.

EAL Provision

12. As a school, we employ a specialist teacher of EAL and support is offered to all identified pupils with EAL through intervention and monitoring. When a pupil with EAL is admitted to Wellingborough School, their competency in the English language is assessed. This ensures that the School is able to provide the support that the pupil needs to develop the skills to be able to access the full curriculum.
13. The support that individual pupils are given is age appropriate and takes into account the professional judgement of those teaching the pupil across the curriculum. EAL support is student focused and personalised.

EAL Register

14. The school recognises the benefit and good practice of maintaining an EAL register within school. An EAL register is kept with details of pupils with EAL needs. This is to ensure that each member of staff involved with the pupil is aware of the identified needs and support in place.