

## **Educational and welfare provision for pupils for whom English is an additional language**

**This policy also applies to EYFS pupils and children in our Nursery Provision.**

Children might join Bedford Greenacre Independent School who need special help to develop their literacy skills, knowledge and understanding in English, or who might still be learning to speak English. They could well be literate in their home language and may be able to enrich whole-class reading and writing sessions by sharing their experiences with the class, especially when the literature of other cultures is read. The term EAL is used when referring to pupils whose main language at home (mother tongue) is a language other than English. The child could well know some English and will probably have been born in the UK. A child born in the UK of, for example, Pakistani parents might sometimes be described as being 'of Pakistani heritage'.

A broad and varied population of pupils learn EAL. Some will be literate in languages other than English, some will be learning to speak English as well as learning to read and write it, and others will be able to hold conversations in English but need help to use language in their work at school. Some may not need extra provision, and some who have not reached the level of literacy or oral proficiency expected for their age may need to have material adapted for them. It is important that teachers have information about pupils' educational history, and their literacy skills in another language, as this may be a significant factor in their success in learning English. It will be needed in planning how best to teach these pupils and in assessing their progress.

It is essential to remember that pupils' competence in English does not necessarily indicate their level of academic potential and that they need to engage actively with the same concepts and levels of challenge as other pupils of the same age.

On occasion, a pupil with EAL may indicate they have specific learning difficulties that are unrelated to their experiences of having EAL. In these circumstances, appropriate support will be considered and offered, in line with Bedford Greenacre Independent School's Special Educational Needs policy.

The curriculum at Bedford Greenacre Independent School is based upon the **inclusion** of every child and children learning EAL need to be part of the whole-class sessions. Children learning EAL benefit from a range of teaching strategies and should be able to participate at their own level. Where necessary in class support will be provided for pupils, with the agreement of the child's parents, if he or she is unable to access the curriculum independently due to having English as an additional language, until the necessary skills are acquired.

Bedford Greenacre Independent School takes reasonable steps to provide opportunities for children to develop and use their home language in play and learning. They are also provided with opportunities to learn and reach a good standard in English language.

The EAL Pupil will be given some support (e.g. at breaks etc.) from another pupil or staff member in their own language; subject staff should ensure they give extra help in subject specific language; and for younger children, their parents should be involved in supporting their development of English where possible.

EAL pupils should be given materials e.g. a selection of books to support their learning.