English is an Additional Language (EAL) Policy

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'. The school is committed to promoting equality of opportunity and ensuring that pupils with EAL are not disadvantaged because of language barriers. Appropriate support and reasonable adjustments will be provided to enable full participation in learning and wider school life.

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 haveinformation 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. All teachers are responsible for supporting pupils with EAL and ensuring that lessons are appropriately adapted to enable them to access learning and demonstrate understanding. The progress and wellbeing of pupils with EAL will be monitored regularly through academic assessment, classroom observations and discussions with pupils, parents and teachers. Support arrangements will be reviewed periodically to ensure they remain appropriate.

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. In the nursery provision, practitioners monitor non-verbal interactions from young EAL children to gauge comprehension of spoken English, predominantly using key areas with personal, social and emotional development. Age and stage questionnaires are given to parents in their home language to capture whether they have any speech and language concerns. If the child is developing well in their home language, practitioners will support development of English by activities such as bucket time or lift off to language.

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 arange 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.