



Park Hill Preparatory School

English as an Additional Language Policy

Reviewed: June 2019 by A Bond - Headmaster

Review date: November 2019

Park Hill Preparatory School is committed to equal treatment for all regardless of sex, disability, religion or belief, sexual orientation, gender reassignment, age, race, ethnic origin, marital status, pregnancy or maternity. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavor to contribute positively towards the growing autonomy, self-esteem and safety of each pupil.

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1 Aims

- 1.1 This is the English as an additional language (**EAL**) policy of Park Hill Preparatory School
- 1.2 The aims of this policy are as follows:
 - 1.2.1 to implement school-wide strategies to ensure that EAL pupils have the opportunity to learn and make progress;
 - 1.2.2 to help EAL pupils to become confident and fluent in English in order to be able to fulfil their potential;
 - 1.2.3 to equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
 - 1.2.4 to monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
 - 1.2.5 to maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

2 Scope and application

- 2.1 This policy applies to the whole school including the Early Years Foundation Stage (**EYFS**).

3 Regulatory framework

- 3.1 This policy has been prepared to meet the school's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, (March 2017));
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Childcare Act 2006;
 - 3.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 3.1.6 Equality Act 2010.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014); and
 - 3.2.2 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, 2014).
- 3.3 The following school policies, procedures and resource materials are relevant to this policy:
 - 3.3.1 policy on special educational needs and learning difficulties;
 - 3.3.2 equal opportunities policy;
 - 3.3.3 admissions policy.

4 Publication and availability

- 4.1 This policy is published on the school website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the school reception during the school day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
- 5.1.1 references to **English as an Additional Language (EAL)** are used when referring to:
- (a) pupils whose main language at home is a language other than English; or
 - (b) pupils for whom English is not their mother-tongue and are competent (age-appropriate) at speaking at least one other language.

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head - A Bond	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head - A Bond	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head - A Bond	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Head - A Bond	As required, and at least annually
Formal annual review	Proprietor – A Metha	Annually

7 Strategies

- 7.1 Pupils with EAL will be assessed on their arrival to the school to identify the initial level of provision required.
- 7.2 Where pupils are assessed as needing separate EAL teaching by an EAL specialist, parents will be advised that this is the case. The school's EAL specialist will provide additional tuition in English until the pupil has integrated into the mainstream curriculum.
- 7.3 The school will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- 7.4 Pupils who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required:
 - 7.4.1 Within core subjects, TAs will work with pupils who have EAL. TAs may also work individually with a pupil who has EAL to support the pupil to access the whole-class teaching. TAs will be guided in this by the class teacher.
 - 7.4.2 Class teachers will differentiate the work for pupils with EAL, to ensure that they are able to access as much of the curriculum as possible. The school's SENCO advises teachers how best this can be done for pupils with EAL with regard to their individual competence and language skills.
 - 7.4.3 The school will seek to provide support to pupils from others from the same language grouping, where possible.
- 7.5 The school will ensure that:
 - 7.5.1 all involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff;
 - 7.5.2 training in planning, teaching and assessing EAL pupils is available to staff;
 - 7.5.3 the effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;
 - 7.5.4 any bullying of which the school becomes aware will be dealt with in accordance with the school's anti-bullying policy.
- 7.6 All teaching staff can assist in the following ways:
 - 7.6.1 be knowledgeable about pupils' abilities and needs in English and other subjects;
 - 7.6.2 ensure the pupil's name is pronounced correctly and that he / she is included as much as possible;
 - 7.6.3 use this knowledge effectively in curriculum planning, classroom teaching and grouping.
- 7.7 Any concerns about the well-being of a pupil with EAL should be referred to the Designated Safeguarding Lead.

8 Special educational needs and learning difficulties

- 8.1 If the School has reason to suspect that a pupil with EAL may also have special educational needs or a learning difficulty, the school will take action as referred to in its policy on special educational needs and learning difficulties.
- 8.2 A pupil will not be regarded as having a learning difficulty solely because the language or form of language in which he / she is or will be taught is different from a language or form of language which is or has been spoken at home.

9 Training

- 9.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 9.2 The level and frequency of training depends on the role of the individual member of staff.
- 9.3 The school maintains written records of all staff training.

10 Risk assessment

- 10.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 10.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.
- 10.3 The Proprietor has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 10.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Head who have/have been properly trained in, and tasked with, carrying out the particular assessment.

11 Record keeping

- 11.1 All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.
- 11.2 The records created in accordance with this policy may contain personal data. The school has a number of privacy notices which explain how the school will use personal data about pupils and parents. The privacy notices are published on the school's website. In addition, staff must ensure that they follow the school's data protection policies and procedures when handling personal data created in connection with this policy. This includes the school's [• data protection policy and information security policy].

12 Version control

Date of adoption of this policy	November 2018
Date of last review of this policy	June 2019

Date for next review of this policy	November 2019
Policy owner (SMT)	A Bond
Policy owner (Proprietor)	A Metha