



Notting Hill Preparatory School

3.5 Policy for English as an Additional Language (EAL)

(EYFS & KS1-3)

Reviewer responsible:	Deputy Head (academic) Head of Lower School	Date of last review:	10/16
Reviewed by:	MM/HS NM/SS	Date of next review:	10/17

POLICY FOR EAL

This policy is a statement of Notting Hill Prep's aims and strategies to ensure that EAL pupils have unimpaired access to the school curriculum.

Mission statement

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. At Notting Hill Prep, we are aware that multilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. (please refer to school **Equal Opportunities Policy**).

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, as well as the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL).

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support
- Teaching and support staff play a crucial role in modelling uses of language
- The language demands of learning tasks need to be identified and included in planning
- The academic ability of EAL children in their first language is taken into account
- Meanings and understanding of words in each curriculum area cannot be assumed but must be made explicit
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages
- A clear distinction should be made between EAL and Special Educational Needs, although sometimes EAL children show signs of specific learning difficulties

Admissions Procedure

EAL pupils are subject to the same admissions procedures as all new pupils. Parents of new children are required to complete a Personal Information Form (Appendix 1.1) and/or EYFS Questionnaire (Appendix 1.2) for new pupils into Reception. On these they are asked to state which is their child's first language, and any other languages they may speak. Information can also be gathered on new pupils via reports sent from previous schools. Information is thereby garnered by NHP on the child's linguistic background and competence in other language/s, previous educational experience, family and biographical background.

When children are assessed for entry into Years 2-8, this information is included on the Assessment Forms (Appendices 2.1 and 2.2) and taken into consideration when assessing the children.

On arrival in school, this information is passed on to the SENCOs, who have overall responsibility for coordinating and tracking the progress of EAL children. They will share this information with the child's teachers. The SENCOs in their 'teacher clinics' provide teachers with strategies to enable them to best support EAL children.

Identifying and monitoring EAL children who need academic support

- All EAL pupils are assessed on arrival and placed in one of the four stages to indicate their level of English (see appendix 3.1 EAL Stages register)
- The child's EAL stage is monitored by their teachers and updated as required by the appropriate SENCO
- Where appropriate, extra individual or group lessons are provided by specialists at an extra cost to the parents
- EAL children receiving extra lessons will have personal learning targets

Special Educational Needs

- Most EAL pupils needing additional support do not have special educational needs and disability (SEND)
- Should SEND be identified, EAL pupils have equal access to school's SEND provision

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified
- Enhanced opportunities are provided for speaking and listening, including public speaking opportunities, drama techniques and role plays as well as the thinking school curriculum e.g. P4C
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- Additional verbal support is provided, eg repetition, modelling, peer support
- Discussion is provided before, during and after reading and writing activities
- Scaffolding is provided for language and learning, eg talk frames, writing frames

Materials

Our school will provide materials such as dual language text books, dictionaries and key word lists as appropriate. Videos, maps, I.C.T. and story props also give crucial support. The school will provide appropriate funding for resources and training of staff.

Parental/Community Involvement

Staff encourage parental involvement by:

- communicating in plain English, using translators or interpreters when appropriate
- giving advice on how they can support their children at home
- providing regular updates on their child's EAL progress
- celebrating the linguistic, cultural and religious background of EAL children and establishing contact with wider community

This policy is to be read with reference to the following policies:

1. Special Educational Needs and Learning Difficulties and Disabilities
2. Equal Opportunities and Inclusion
3. Safeguarding Children and Safer Recruitment

4. Pastoral
5. Admissions

This policy is to be read in conjunction with EAL Policy Appendix 3.2 - EAL Stages and Support Strategies for Developing Bilinguals

Policy Review

This policy will be reviewed on annual basis by the SENCOs in concert with Heads of Upper and Lower School.

Appendix 1.1 Personal information form

PERSONAL INFORMATION

Set out below is the information we currently hold on the school data base. Please amend as necessary and complete any fields which are blank. Thank you.

Child's name:

Date of birth:

Religion:

Place of birth:

Nationality:

Ethnic origin:

First language:

Other languages:

Siblings (and dates of birth):

Names and addresses of previous nursery/school attended (with dates):

Home address:

Home phone:

Father's name:

Address

(If different from above)

Mother's name:

Address

(If different from above)

Occupation

Daytime phone

Mobile phone

Email address

Occupation

Daytime phone

Mobile phone

Email address

Other emergency contacts :

Signed (father) _____

Signed (mother) _____

Date _____

Date _____

Appendix 1.2 EYFS information form**EYFS INFORMATION**

Name:	
Nursery/Early Years provider (ie current school):	
Teacher/Key worker:	
Siblings:	
1.	Age:
2.	Age:
3.	Age:
Predominant language (spoken at home):	
Other languages (in order of fluency):	
Religion:	
Nationality:	
Vision: date of most recent eye test?	Outcome:
Hearing: date of most recent hearing test?	Outcome:
Can your child use a knife and fork?	
Can your child dress themselves?	
Is your child able to use the bathroom by himself/herself?	
Nanny/Childminder details:	
Name:	
Telephone number:	
Any other information you feel might be useful:	

Appendix 2.1 Assessment Form for New Pupils Years 2-4

Name of child:
Date of birth:
Current school:

Entry Assessments into Lower School			
<p>Any child joining NHP into Years 1, 2 or 3 will be invited into school to be assessed by the Head of Lower School. This assessment process will provide the school with a clear picture of the child's learning needs and will ensure that appropriate learning support can be put in place if necessary. This form will be completed during the assessment, observations will be noted and results recorded. This will then be kept on file and used to inform the class teacher and Learning Enrichment Department.</p> <p>Interview and Tour (1hour): The child will also be given a tour of the school and will have an informal interview with Jane Cameron.</p>			
Synopsis of reports from previous school			
EAL stage or SEN - any notes from previous school?/general observations			
SWST (15 mins)	Raw:	Standardised score:	Spelling age:
Writing - 'My Life' (15 mins)			
Maths (30 mins)	Rising star (2 x tests of 10 questions for most recent term): Less than expected Expected More than expected	MEP audit result:	General comments:
Reading and comprehension- Oxford reading tree benchmark test (20min)	Reading level: Reading age:	General comments:	
General comments/attitude to learning			
Action			
Additional tests if time/if required: Mental maths Schofield and Simms	Mental maths (/30)	VR/NVR (/12)	General comments:
VR/NVR Schofield and Simms (year 3/4)			

Appendix 2.2 Assessment Form for New Pupils Years 5-8

Name of child:
 Date of birth:
 Current school:
 Entry into Year:

Entry Assessments into Upper School Year 5-8							
<p>Any child joining NHP into Year 5-8 will be invited into school to be assessed by the Head of Upper School and/or the Special Needs Coordinator JCB. This assessment process will provide the school with a clear picture of the child's current progress learning needs and will ensure that appropriate learning support can be put in place if necessary. This form will be completed during the assessment, observations noted and results recorded. This will then be kept on file and used to inform the form and subject teachers.</p> <p>Interview and Tour (1hour): The child will also be given a tour of the school and will have an informal interview with Jane Cameron.</p>							
Synopsis of reports from previous school							
EAL stage or SEN - any notes from previous school?/general observations							
	Reasoning (Verbal and Non Verbal):	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Raw:</td> <td style="width: 33%;">Standardised score:</td> <td style="width: 33%;">Comments:</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table>	Raw:	Standardised score:	Comments:		
Raw:	Standardised score:	Comments:					
English Comprehension:	Mark: Comments including likely set placing and 11+ or 13+ predictor if possible:						
Maths	Mark: Comments including likely set placing and 11+ or 13+ predictor if possible:						
General comments/attitude to learning							
Social interaction including from social task							
Interview feedback							
Recommendations and Outcome							

Appendix 3.1 EAL Stages Register

EAL Learning Enrichment Department

2015-2016 OB

Click blue link below to go back to definitions

<S:\NHP\SPECIAL EDUCATIONAL NEEDS\EAL\Assessment\EAL - NHP stages.docx>

In consultation with the document: **EAL Stages and Strategies:**

Please list your children in the appropriate box.

Surname, FIRST NAME (Language spoken at home)

Grazie, Danke...thank you...

2015/16	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>	<u>Stage 4</u>
	Beginners/Post-beginners	Confident Speakers - weak Grammar and vocab	Appear as native English speakers but reading/writing skills need support	Very confident speakers, readers and writers. Only idioms are tricky
CLASS	Surname, FIRST NAME	Surname, FIRST NAME	Surname, FIRST NAME	Surname, FIRST NAME
Reception				
Year 1				
Year 2				
Year 3				

EAL Learning Enrichment Department

2015-2016 JCB

Click blue link below to go back to definitions

<S:\NHP\SPECIAL EDUCATIONAL NEEDS\EAL\Assessment\EAL - NHP stages.docx>

In consultation with the document: **EAL Stages and Strategies:**

Please list your children in the appropriate box.

Surname, FIRST NAME (Language spoken at home)

Grazie, Danke...thank you...

2014/5	Stage 1	Stage 2	Stage 3	Stage 4
	Beginners/Post-beginners	Confident Speakers - weak Grammar and vocab	Appear as native English speakers but reading/writing skills need support	Very confident speakers, readers and writers. Only idioms are tricky
CLASS	Surname, FIRST NAME	Surname, FIRST NAME	Surname, FIRST NAME	Surname, FIRST NAME
Year 4				
Year 5				
Year 6				
Year 7				
Year 8				

Appendix 3.2 - EAL Stages and Support Strategies for Developing Bilinguals

EAL Stages and Support Strategies for Developing Bilinguals

Stage 1	Stage 2	Stage 3	Stage 4
Beginners/Post-Beginners	Confident speakers – weak grammar and vocab	Appear as native English speakers but reading/writing skills need support	Very Confident speakers, readers and writers. Only idioms etc tricky
<p>Beginners of English often go through what is called a 'silent period'. At this stage they are lacking in confidence and do not produce much English, but they are absorbing and learning all the time. This period can last up to 6 months. Tasks will need to be differentiated so that their understanding can be assessed rather than their level of English.</p>	<p>Students at this stage are confident speakers of English, although they may make grammatical mistakes, especially in unfamiliar contexts. It is possible that they may not know common words outside a school setting. They will have more confidence and ability to participate in class discussions and group work. In reading they will be able to decode reasonably well and will be beginning to acquire writing skills.</p>	<p>At this stage, students will appear to be native English speakers on the surface and most will have been born in the UK. They will speak on a par with their monolingual peers and will be confident in their oral communications in most situations. Reading/decoding will be easier and most basic texts will be understood but they may not be able to scan and skim texts efficiently with ease. Students will need support to read for deeper /underlying meaning and to understand texts in which grammatical structures are particularly complex. There may be a significant difference between a student's oral performance in class and their written work. Often, written work will be short, lacking detail and disorganised without the expected range of technical vocabulary or subject specific language features</p>	<p>Stage 4 students are very confident speakers, readers and writers of English and for the most part, no longer qualify for EAL support. They will be independent learners and will usually not experience problems that are any different from their monolingual peers. However, they may sometimes have difficulty with colloquial phrases and idioms. e.g. "pull your socks up!" and may not understand cultural references. In addition there may be some residual issues with writing.</p>

Stage 1	Stage 2	Stage 3	Stage 4
<p>Beginners/Post-Beginners</p>	<p>Confident speakers – weak grammar and vocab</p>	<p>Appear as native English speakers but reading/writing skills need support</p>	<p>Very Confident speakers, readers and writers. Only idioms etc tricky</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Students must be included in lessons and activities as much as possible • They must be given the opportunity to be active listeners and to follow examples from peers • Provide annotated diagrams • Try to ensure that there is a common starting point at the beginning of a topic and make this as visual as possible (e.g. diagrams, pictures, objects, DVDs etc.) • Write homework instructions on the board and at the same time give them verbally. • To measure understanding, allow them to choose an answer or write a single word down • Suggest students draft ideas and plans in their first language • Encourage the use of an indexed glossary book where key words and phrases can be entered – with an example of use in context 	<p>Strategies: (same as for stage 1)</p> <ul style="list-style-type: none"> • Students may need support with reading and fully understanding a text: provide word lists, summaries, abridged versions, listening books • Use plenty of visuals: charts, diagrams, semantic webs, DVDs, • Use writing frames to help with structure of writing tasks supported with key subject vocabulary, especially in subjects which use complex language and ideas such as Geog., Science, etc. • Provide tables/flow charts /timelines on which the student can record information • When asking questions allow time for the student to choose the right linguistic structures to express themselves - return to the student when he has had the chance to construct and practise the answer - discreetly rephrase grammatical errors as part of your response to him 	<p>Strategies:</p> <ul style="list-style-type: none"> • Highlight, read and discuss areas of text that have difficult grammatical structures, deeper meaning • Use a buddy with good language ability to discuss the text • Use plenty of visual material – charts, diagrams, semantic webs, DVDs • Provide listening books • Use more sophisticated writing frames to support written work • Give a list of the technical vocabulary and specific language features required for any specific topic • Provide an exemplar as a written model • Ask the student to read and highlight key points in text for note making. 	<p>Strategies:</p> <ul style="list-style-type: none"> • Develop awareness of inference and nuances • Refer to and discuss cultural references.

<p>where appropriate</p>	<ul style="list-style-type: none"> • Encourage pupils to model language by repeating instructions for a partner to follow • Always provide written/simplified instructions in addition to verbal • Encourage students to start to plan and draft their ideas in Eng. • Continue to use an indexed glossary book in which key subject words and phrases can be entered • Provide suitable exemplars 		
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