

THE STUDY ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy applies to all children including those in Early Years Foundation Stage (EYFS)

At The Study Preparatory School all staff are committed to Every Child Matters. We recognise that the following five outcomes are key to well-being in childhood and later life:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-Being

This policy has been compiled with reference to the Every Child Matters framework.

For approximately 10% of our pupils, English is their second (or occasionally third) language. Additionally, about 10% of girls are fully bilingual and a very small number are trilingual.

Identification/Assessment and Admission

Our pre-entry information form asks parents to state if English is an additional language for their daughter. We are currently reviewing our registration form with a view to obtaining this information at an earlier stage.

For entry to the Reception Class, competence in English is not taken into account when offering places through the ballot. For occasional places higher up the School, this forms part of our assessment and interview procedure. Girls with EAL may be offered a place at this stage, but this may be conditional on the parents agreeing to the child having EAL lessons either in or out of school (see Equal Opportunities Policy).

Girls with EAL are assessed informally by their form and subject teachers who may then call upon the learning Support Coordinator (LSC) for advice.

Provision

If the form teacher advises that a girl needs or will benefit from extra tuition, this can be provided in school by Mrs Adie (BA (Hons) TEFL PG Dip SpLD AMBDA). Parents pay for this extra tuition.

Adults in the classroom model the English language for girls with EAL and, particularly in the early stages, there are visual cues in the classroom to help with the acquisition of English vocabulary.

Where practical and appropriate, girls are sometimes given the opportunity to use their first language (e.g. they might write a story in their first language which would then be translated by an adult within the school or by the parent).

Updated: January 2011

To be reviewed: January 2012

