



The Study Prep
WIMBLEDON

Name of Policy	English as an Additional Language (EAL) Policy
Reviewed by	Deputy Head Academic Head of Learning Enrichment
HMT Member	Deputy Head Academic
Date of review	December 2023
Date of next review	December 2024



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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

At The Study, we are very proud of our international community and we celebrate diversity and multilingualism. The School is committed to making good provision of teaching and resources for pupils who have English as an Additional Language (EAL). This policy applies to all pupils, in Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2.

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DEFINITION

The term English as an Additional Language (EAL) is used when referring to pupils whose language spoken in the home is not English.

IDENTIFICATION

The school identifies pupils with EAL through the admissions process, pupil self-identification, class teacher identification as well as from an annual parent survey. Pupils with EAL are recorded on our School EAL register to ensure that all staff are aware of pupils' language needs and to monitor provision and progress.

New pupils with EAL are informally assessed with an initial language assessment by our EAL teacher, Mrs Hogwood. This information is shared with teachers so the pupil's inclusion and support can be planned.

PROVISION IN SCHOOL

Teachers use visual aids and vocabulary support in class as part of high quality teaching. Staff have access to resources and opportunities for continuous professional development and in-service training to support pupils with EAL.

Occasions are provided for pupils to celebrate their language or different cultural background in school with their peers. Pupils may have the opportunity to use their first language, particularly in EYFS, for activities such as reading a story in their first language. A buddy system is used to support new pupils with EAL, particularly between pupils who share the same language.

Group and individual intervention is arranged to support pupils with EAL, based on pupil need. It is delivered in group interventions or in-class support by the EAL teacher or other members of staff.

The progress of pupils with EAL is monitored through formative and summative assessment by class and subject teachers, the EAL teacher and the Head of Learning Enrichment. Monitoring is done using an assessment framework that covers Listening, Speaking, Reading and Writing. The academic progress and wellbeing of pupils with EAL is reviewed in termly Pupil Progress Meetings with the class teacher and the Head of Learning Enrichment.

ADMISSIONS

For entry to the Reception Class, competence in English is not taken into account when offering places. For occasional places higher up the School, the pupil's ability to access the curriculum and engage with school life forms part of our assessment and interview procedure. Pupils with EAL may be offered a place at this stage provided that they can be adequately supported in the classroom and with EAL lessons as required.

ROLES AND RESPONSIBILITIES

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