



FOREST SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY Whole School, including EYFS

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CONTENTS

1. Introduction
2. Definition
3. Provision
4. Review
5. Specialist help

1. Introduction

As Forest School is an independent, selective school, most of our pupils do not have specific needs for additional language acquisition. However, they may still be classified as pupils with English as an additional language (EAL).

2. Definition of EAL

The Government definition of EAL is:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

At Forest we recognise that this is not a homogenous group and may include pupils who are fully bilingual as well as those who are still learning English (if we had any pupils in this category). This may include:

1. Pupils who have been born in the UK, but for whom English is not a home language.
2. Pupils who have lived in the UK for a long time and may appear to be fluent whilst speaking another language at home. These pupils may not be entirely fluent and may make grammatical errors or struggle with spelling and vocabulary.
3. Pupils who have arrived from other countries and have not previously attended English-taught schools (although they may have studied English as a Foreign Language).
4. Pupils who have arrived from other countries who do not have any experience of learning English.

3. Provision

The pupil's needs should be identified through:

- the registration form
- the data available on all pupils
- An additional letter sent home once a pupil begins at Forest School.

- Pupil surveys to include any languages that the child has knowledge of and who they speak it with. This could also include countries that the child may have lived in, whether they studied there and whether they are literate in that language.
- Pupils' writing in their home languages could be tested via a simple writing task and their level recorded on the EAL register as an indicator of their general ability if their English is still at a beginner's level.
- Pupils with limited English could also be given a test of simple mathematics tasks which indicate their ability in mathematical operations rather than problems where sentences ask for particular outcomes.

This is used to create a register of EAL pupils kept on the Intranet with the following subcategories relating to English language acquisition:

- Band A – Beginning
- Band B – Intermediate
- Band C – Fluent

If identified as requiring support, pupils are assessed and supported using the graduated approach where individual needs can be scaffolded and differentiated for and met through high quality teaching, careful planning and the monitoring of progress. Immersion in language is thought to be the best way to support pupils who are EAL through collaboration and multisensory support. If deemed necessary, additional support may be put in place depending on the individual need.

Home languages and diversity are valued by giving pupils opportunities to share their languages and cultures. These can include show and tell, learning poems in other languages and opportunities for performance such as assemblies and EDI events.

In order to make the curriculum inclusive, department leads should ensure that there are opportunities for teachers to educate Pupils about a wide range of cultures in their lessons and for Pupils to present their own experiences and knowledge in a supportive and non-judgemental environment. If teachers are aware of the cultural backgrounds of the pupils that they teach, they can make Pupils feel that their culture and heritage is respected.

Current pupils receiving support, and the nature of that support (including targets and activities) can be found on the EAL register and in individual pupil passports on the school intranet.

4. Review

Support and review are by way of termly meetings where parents are invited to meet with staff involved with supporting that pupil. Meetings are recorded on meeting record forms and new targets where necessary are mutually agreed. Ideas for support at home are also agreed.

5. Specialist help

Specialist help may be sought from the TESL trained member of the Learning Support Department to give advice to the class/subject teacher. They may also provide more specialist support to a pupil with EAL.