



English as an Additional Language Policy

This policy is applicable to all sections of the School including the EYFS

Introduction

At Kirkstone House School, nearly all pupils have English as their first language. However, pupils who have an alternative first language do occasionally join the school and we endeavour to welcome them and to meet their needs through the curriculum and the broader life of the school.

Throughout this policy, the term EAL will be used to describe pupils for whom English is an additional language.

We aim to provide parents with information about the school system and to ensure that pupils settle quickly and can access the curriculum.

The Policy Aims to:

1. Outline the provision that is made for pupils for whom English is not their first language in order that barriers are removed and they may be successful learners.
2. Identify the ways in which EAL pupils have inclusive access to the curriculum.
3. Provide guidelines about pupil induction.
4. Outline how we provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Admissions

We follow the School's normal admissions procedures for EAL pupils and we ensure that we also have the following information:

- Country of Origin
- Date of arrival in UK
- Pupil's first language
- Other languages spoken at home by the pupil
- Pupil's level of literacy in these languages
- Links with pupils already in School
- Pupil's educational background.

Provision for EAL Pupils

Teachers plan specifically for individual pupils and this applies to meeting the needs of EAL pupils. Pupils are assessed on entry to the school and support programmes are put in place as necessary. We are mindful of the fact that our school culture and environment (e.g.



teaching, learning, procedures, routines and practices) may differ from the school culture that our EAL pupils are familiar with and to give them appropriate support. Our aim is to place EAL pupils in as high a set as possible as they become more confident in using English. Specific support may include:

- Arranging individual lessons with a TEFL teacher
- Providing in class learning support
- Differentiation of resources
- Providing one to one mentoring
- Monitoring English language acquisition.

Access to the Curriculum

EAL pupils will be supported in order that they can participate in all subjects. Dual language resources may be used and a learning support assistant will help the pupil within the classroom. This may involve scribing for the pupil or reading for them.

Extra English lessons will be provided as necessary in order that the pupil makes progress with the language as quickly as possible. This may involve the procurement and lending of dual language books and the use of pre-teaching of vocabulary and familiarisation with texts to be used in class.

When necessary, spoken and written curriculum specific language models e.g. writing frames will be provided. Topic/subject relevant vocabulary will be taught and opportunities will be given to develop listening, speaking, reading and writing skills.

Language development will be supported through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness etc), genre features and characteristics (narrative, reports etc).

The placement of EAL pupils in a lower year group might be considered but this will only be done after careful consideration and discussion with parents.

Pupil Induction

Wherever possible, pupils are encouraged to spend a taster day in school before joining. This enables a full assessment of the pupil's ability to be made. It also familiarises the pupil with the school environment.

Prospective pupils are allocated a buddy to look after them and in respect of EAL pupils a buddy who can speak their first language would ideally be chosen.

Prior to starting at school the pupil would have the opportunity to meet their form tutor and their learning support assistant. Wherever possible, arrangements will be made for the EAL pupil to have their induction to school with a speaker of their first language.

Every effort will be made to encourage EAL pupils to become involved in extra-curricular activities. This will help them to integrate with their peers and provides an additional means of developing language skills within a social context.



Note: Funding of support staff and learning support lessons is met by parents as part fees.

Liaison with Parents

All parents have the opportunity to have a tour of the school and to meet the Headmistress prior to their child joining. In the case of EAL admissions, arrangements will also be made for parents to meet the SENCO.

If possible a translator will be present if parents require one. Every effort will be made to communicate effectively with parents who do not have English as their first language. This will also be reflected in written communication home. If possible, parents who share a first language will be put in contact with each other.

Roles and Responsibilities

There is a collective responsibility held by all staff to identify and remove barriers that stand in the way of our EAL pupils' learning and success.

The SENCO is the member of staff responsible for co-ordinating and monitoring our EAL provision. Responsibilities include:

- Bringing the needs of EAL pupils to the attention of staff.
- Responding to requests for information on EAL pupils.
- Ensuring that EAL pupils are integrated into their classes and have full access to the curriculum.
- Maintaining an EAL register.
- Liaising with a TEFAL teacher about the nature and amount of additional support required for language development.
- Liaising with parents and informing them of progress.

Avoiding Discrimination

KHS has a clear Equal Opportunities Policy and any kind of discrimination is not tolerated. The school also aims to be pro-active in nurturing a tolerant and inclusive community. We aim to achieve this by:

- Promoting racial equality and cultural awareness through PSHE, assemblies and the curriculum
- Challenging intolerant views
- Celebrating global and cultural events
- Raising awareness of cultural differences through arts events.



Monitoring & Evaluation

The effectiveness of the Policy will be reviewed annually. In order to assess the impact of the policy, the following will be considered:

- Admissions Records
- Progress Tracking Data
- Exclusion & Sanction Records
- Reported incidents of racism and bullying
- Attendance Records
- Records of Parents' Meetings.

Links with other Policies:

Equal Opportunities Policy
Curriculum Policy
Admissions Policy
Special Educational Needs Policy

Authorised by

Mrs Corinne Jones
Headmistress
On behalf of the Proprietors

Dated 1st October 2017

Date of next review 1st October 2018