DANES HILL SCHOOL

English as an Additional Language (EAL) Policy

This policy applies to the Prep School and Pre-Prep School, including EYFS

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1. Legal Framework

1.1 This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Equality Act 2010
- Children and Families Act 2014
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2026) 'Keeping Children Safe in Education'
- SEND Code of Practice: 0 to 25 years

1.2 This policy should be read in conjunction with the following policies:

- Admissions Policy
- Curriculum Policy
- Anti-bullying Policy
- Inclusive Education and Equal Opportunities Policy
- Safeguarding and Child Protection Policy and Procedures
- Special Educational Needs and Disabilities (SEND) Policy

2. Introduction

2.1 This policy states Danes Hill School's approach to the identification and the provision required to support children who have English as an additional language. This policy applies to all children from the Early Years to Year 8.

3. Aims and Commitment

3.1 Danes Hill aims to provide a supportive English as an Additional Language (EAL) programme tailored to the needs of those pupils whose first language is not English, to enable them to increasingly access the main school curriculum and remove barriers to reaching their full potential, until extra EAL support is no longer required.

3.2 The school structure, pastoral care and overall ethos help EAL children integrate into the school whilst valuing diversity, and bilingualism is viewed as a positive and life-enriching asset.

3.3 Parents and prospective parents will be provided with the particulars of our EAL provision via consultation with the school Registrar and the Special Educational Needs Co-ordinator (SENCo). This information will be available in different languages where necessary.

3.4 Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL
- Assess the skills and needs of pupils with EAL
- Equip teachers and support staff with the necessary skills, resources and knowledge to

support pupils with EAL

4. Definitions and Principles

Definitions

4.1 EAL is defined as: “a pupil whose first language is known or believed to be other than English” and “if they are exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration.” (Department for Education, 2020).

4.2 The Department for Education (DfE) defines ‘first language’ as “the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community”.

4.3 EAL children may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English-speaking school.
- Born abroad but moved to the UK at some point before starting school.
- Born in the UK, but in a family where the main language is not English.
- Seeking Asylum or have refugee status.

4.4 Due to the broad spectrum of EAL need, EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

4.5 A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school. Pupils with EAL are recorded separately from the SEND register. Where there are concerns that a pupil may also have SEND, these are considered through the school’s usual graduated approach, as outlined in the SEND Policy.

5. Roles and Responsibilities

5.1 The Special Educational Needs Co-ordinator (SENCo) is responsible for the co-ordination of EAL support and the day-to-day management of the Learning Support Department, which provides EAL support for pupils when deemed necessary. Class and subject teachers retain responsibility for the progress and inclusion of pupils with EAL, with advice and support from Learning Support/EAL staff where appropriate. A quality-first teaching approach is expected, with adaptive teaching and in-class differentiation forming the first level of support for pupils with EAL.

5.2 The Head is responsible for:

- Ensuring that those who are teaching and working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils’ progress during the academic year.
- Appointing a suitable member of staff to lead on the school’s approach to supporting pupils with EAL.
- Ensuring that the curriculum includes strategies to make it accessible to pupils with EAL

5.3 The SENCo's responsibilities include:

- The introduction of newly arrived pupils
- Conducting initial assessments of pupils with EAL, with support of the learning support department.
- To consult class teachers to collect progress information on EAL pupils.
- To update EAL records ready for the beginning of each academic year.
- To liaise with class teachers and the learning support department to determine individual provision for EAL students.
- To provide support and advice for the teaching of EAL pupils.
- To provide and/or arrange for staff training, as necessary.

5.4 Class Teacher responsibilities include:

- Planning and providing high-quality teaching that is differentiated to meet with EAL.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- To support the learning of EAL pupils within the classroom using the key quality-first teaching strategies.
- To liaise with the learning support department to discuss the individual progress of EAL pupils in their class and discuss any additional resources/strategies that may be useful additions to their day-to-day teaching.
- To report individual pupil progress to parents, alongside other pupils.

6. Identification and Assessment

6.1 Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil.

6.2 We will assess children's use of language through:

- Information from the school application form and registration documentation.
- Information from parents/guardians.
- Information from initial assessments and observations.
- Information from the previous school.

6.3 Assessment is undertaken as a partnership between the class teacher, SENCo, learning support department, parents/guardians and the pupil.

6.4 Periodic assessment of language acquisition will be carried out to ensure that appropriate, challenging and bespoke targets are in place to support progress.

6.5 Interventions are personalised, time limited and are monitored to ensure accelerated progress.

6.6 Assessment Levels

6.6.1 In the assessment of pupils with EAL, competence in English is categorised using a five-point scale informed by recognised EAL proficiency descriptors. These stages help staff identify the level of support required and are used to guide provision and monitor progress.

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narratives or accounts with visual support.

May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as their first language. Operates without EAL support across the curriculum. N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency

6.6.2 Once the level of English proficiency is determined, appropriate support is coordinated. Usually, pupils in bands A-C will have access to group sessions within the Learning Support Department, and those in bands D-E will continue to receive support with in-class differentiation. However, these levels of support are fluid and can be adjusted in consultation with parents, teachers, and the Learning Support Department. One EAL group lesson is provided free of charge for the first two years of attendance at Danes Hill. Additional 1:1 EAL sessions can be provided to pupils who require them through the Learning Support team and at an additional cost.

7. Transition and Induction

7.1 Families that require EAL support will meet with the Registrar at the initial visit to school during the admissions processes. This can take place virtually if necessary. When necessary, the SENCo will be present to discuss the level of EAL provision available at Danes Hill.

7.2 If admission is granted, families will be offered support, if required for school uniform. All children who are EAL will receive:

- An induction programme, which may include:
    - A class buddy for the child (someone in the class / someone in school who speaks the child's language if possible)
    - A tour of the school.
    - Baseline assessment by class teachers and SENCo/Learning Support Department after a period of settling in. On occasion, where English language levels are assessed as high by class teachers, or the learning support team, official baseline assessment may not be necessary, and students will be monitored through class-based assessments. Equally, if a student is very new to English, the baseline assessment may be postponed whilst the student settles in.

8. Provision

8.1 Quality First Teaching

Teachers are responsible for the progress of children with EAL, as for all children in their classes. Quality-first teaching is expected, with differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. School resources, including books in the library and equipment in the Early Years will reflect cultural diversity. Teachers have a responsibility for ensuring that children can participate in lessons using the guidance provided in their *quality-first toolkit*.

8.2 Learning Support Lessons

Where deemed necessary, children with EAL can attend group learning support lessons, with staff members who have training in teaching English with an additional language, or experience working with children who require support with language acquisition and development. Where appropriate, pupils can access individual lessons at an additional cost. These will provide more in-depth and targeted, individualised support.

8.3 EAL in the Early Years

For children in EYFS whose home language is not English, opportunities are provided for children to develop and use their home language in play and learning, supporting their language development at home. When assessing communication, language and literacy skills, children's skills, including those in EYFS, are assessed in English. If a child does not have a firm grasp of English language in Early Years, several resources, including Box Clever, small group work and 1:1 intervention, are used, where appropriate. These strategies are used to support pupils and focus specifically on new language acquisition in a purposeful context.

The school recognises the value of a child's home language as a foundation for learning, identity, communication and wellbeing, and actively encourages families to continue developing and celebrating their home language alongside English.

8.4 Assessments and Exams

Access arrangements for pupils with EAL are considered on an individual basis, in line with the requirements of the relevant examination board or assessment provider. Any arrangements must reflect the pupil's normal way of working and must not compromise the skills being assessed. Where appropriate, this may include access to a bilingual dictionary or other reasonable support, subject to the regulations of the relevant assessment.

9. Monitoring and Recording

9.1 When a pupil has EAL, this is recorded on the school's agreed management information system to make teachers aware of their language profile and level of need. EAL is recorded separately from SEND and is not reported within SEND figures. Pupils with EAL fit into one of the below categories:

- EAL- does not attend additional support
- EAL- attends additional support

9.2 It is the responsibility of the class teacher (with the support of the SENCo and Learning Support department) to maintain up to date records of EAL children in their class whilst they are in their care. The SENCo and Learning Support department collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages).

9.3 The SENCo and Learning Support department will liaise continually with the other members of staff to assess how the EAL pupil is progressing within the school. Should members of staff feel that a particular child would benefit from some extra EAL support, contact is sought with the parents and a framework is put in place.

9.4 When pupils are offered individual learning support lessons, an Individual Education Plan (IEP) is drawn up and it may focus on up to five short-term targets set for or by the pupil, which are specific and achievable. They include the teaching strategies to be used; the nature of the provision to be put in place; the date of review and the outcomes for further planning. Records of EAL needs, provision and progress are maintained on the school's agreed management information and provision-mapping systems and are reviewed termly.

9.5 Close contact is always maintained with parents during the pupil's attendance at learning support lessons, and after. Suggestions for support at home are made and discussed. Support is also given to parents to help them navigate the cultural differences they may find at the new school and in helping them access information about possible future schools.

10. Special Educational Needs and Differentiation

10.1 Some pupils with EAL may also have a special educational need. In such cases, pupils will have access to school SEND provision in addition to EAL support. A pupil is not identified as having SEND solely because their home language is different from the language in which they are taught. Where concerns arise that a pupil may have SEND in addition to EAL, these will be considered through the school's usual SEND referral and graduated approach, as outlined in the SEND Policy.

11. Pastoral care for EAL pupils and families

11.1 We understand that EAL pupils may require more support than other pupils during their settling-in period, and subsequent time at Danes Hill. Form teachers monitor these pupils closely, and the

SENCo represents the Learning Support Department at weekly pastoral meetings and is also a Deputy Designated Safeguarding Lead (DDSL). Pupils of concern are discussed regularly, with support plans put in place when necessary.

11.2 Parents of pupils with EAL receive information from their child's form teacher, and questions or queries regarding additional support or resources can be directed to the form teacher as a first point of contact.

11.3 Should parents require support in accessing school information (such as; written information regarding events, school plays, wearing of uniform) – the Learning Support department can be consulted, and an appropriate translated version of information can be obtained. Pupils' home languages are valued as part of their identity and learning profile. The school supports pupils to develop English while recognising the importance of maintaining and celebrating multilingualism.

12. Communication

12.1 Teachers will meet with parents on a regular basis, as with other pupils, to inform them of progress made and discuss strategies in place and how parents/carers can support their children further.

13. Resources and staff professional development

13.1 Teachers receive regular professional development in in-class practice and differentiation, including adaptive teaching for pupils with EAL. Teachers can also access support through the quality-first toolkit and may consult the Learning Support Department for advice on in-class practice to support pupils with EAL.

Additional resources can be found at:

The NALDIC website https://naldic.org.uk/

The Bell Foundation website https://www.bell-foundation.org.uk