

St John's Beaumont Preparatory School

English as an Additional Language Policy

Introduction

The policy sets out the procedures for English as an Additional Language (EAL) in the education and learning settings.

The aim of this policy is:

- To promote equality of opportunity for all learners for whom English is an additional language.
- To enable each pupil to derive maximum linguistic skills during their time at St John's Beaumont Preparatory School.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language by developing their skills of communication in the English language in speaking, listening, reading and writing.
- To provide additional support as required to equip them with sufficient English to allow them to integrate and participate fully in all aspects of school life, both academic and social.
- To ensure each EAL pupil achieves their full potential.

Mission Statement

To equip students at St John's Beaumont with the highest possible level of understanding of written and spoken English, to ensure academic and holistic success both inside and outside the classroom.

Statement of Departmental Aims and Commitment to EAL provision at St John's Beaumont

The term EAL (English as an Additional Language) is used to refer to pupils whose language at home is any language other than English. At St John's Beaumont every child should feel able to make a valued contribution to school life in order that self-confidence and self-esteem can develop, following the Jesuit ethos of the school and the SEND Code of Practice (2015).

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their additional home language(s) and background. As a school, we are aware that bilingualism, or even tri-lingualism can be a useful learning tool.

The aim of this policy is to assist and support all EAL pupils in their acquisition of English language skills to be able to fulfil their academic potential. To ensure we are able to assess the skills and needs of pupils with EAL and to provide for their needs. To equip teachers and teaching staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL. To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets. This policy applies to all pupils, including those in the early years.

The EAL Department takes great pride not only in fostering the highest achievements possible for all EAL pupils but also seeking to enrich knowledge of British culture and values.

The Context of St John's Beaumont

The EAL Department is an important and valued department at St John's Beaumont.

In view of the fantastic diversity at St John's Beaumont it is paramount to develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities. This will be accomplished through rigorous monitoring, evaluations and review systems, as well as the implementation of school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.

Children who are identified as EAL during the admissions process are placed on a bespoke register, placed on a whole-school EAL register and their abilities closely monitored through interventions, EAL support and targeted teaching. EAL pupils are monitored termly on their progress. Parents are warmly invited to meet the SENDCo (who oversees the provision for pupils with EAL) to discuss any aspects of a pupils learning.

Admission of New Pupils

At St John's Beaumont we pride ourselves on the diversity of our students from all over the world. We are delighted that many of these students are bi-lingual or even tri-lingual, but English is not the first language for the majority of them. It is essential therefore that a careful assessment of spoken and written English language levels is undertaken during the admissions process to ensure that each child joining the school is supported and enabled to thrive in our learning environment.

The admission of all new pupils to St John's Beaumont is detailed in the School's Admissions Policy.

Special Educational Needs

We recognise that intelligence is not measured in the ability to speak English fluently and St John's Beaumont recognises that most EAL pupils needing support with their English do not have SEND needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

If a child is not progressing through the 5 stages of language acquisition as expected, the schools SEND policy will be followed. Some EAL pupils may be identified as having a special educational need and Disability (SEND) and in such cases pupils will have equal access to school SEN provision, in addition to EAL support.

Parental/Community Involvement

We are proud to be a vital part of the St John's Beaumont family and we actively encourage parental and broader community involvement. This is demonstrated through our admissions and induction processes, as well as in the appropriate use of interpreters where required (and in close liaison with the pupil's parents/guardians). We pride ourselves on making every effort to celebrate the achievements of EAL learners. The improvement of student's ability in written and spoken English is one that is vital to their education and enriches their life at home, it is therefore imperative that every effort is made to engage with parents/guardians throughout this element of their journey at St John's Beaumont.

Staff Development

Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.

St John's are committed to providing all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.

Policy Reviewed: January 2024	Headmaster Mr Philip Barr	SENDCo Miss Nicola Aston	Next Review: January 2025
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