



SOMPTING ABBOTTS SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Sompting Abbots is family run independent school that prides itself on its caring approach and this is reflected in our teaching of pupils that are newly arrived in this country. We are proud of the achievements that our former pupils, for whom English is a second language have made when they finally move onto their next school.

This policy is a whole school policy and applies to all members of Sompting Abbots Preparatory School, including the Pre-Prep and the EYFS (Early Years Foundation Stage). The purpose of this document is to provide information about our approach and procedure that will enable everyone to work together for the benefit of children with English as an additional language.

Aims and objectives

The aim of this policy is to help ensure that we meet the full range of needs for those children who are learning English as an additional language.

- To make sure the new pupil feels welcome.
- To provide equal access to educational opportunities for children with English as an additional language.
- To assist all pupils to become competent users of spoken and written English.

This is in line with the requirements of the Equality Act 2010.

Our objectives are to encourage a whole school approach, where class teachers, subject teachers and learning support staff all work together to provide support, encouragement and understanding in every aspect of a pupil's school life from Nursery, through reception; and through Years 1 to 8.

Assessment

Whenever possible we try to put in place support for a new pupil before they join the school based on an interview with the child, the child's parents and any written reports we receive. In the event this isn't possible then new pupils will join the class in line with their age.

All teachers will be involved in observation; a reading test may be given and an assessment will be made by then end of the first week to decide on how much support the pupil will need.

Further assessment will be made by teacher discussions at staff meetings, reports from any EAL teachers and internal exams which will assess a pupil's ability in that subject. These exams may be tailored to the needs of the child.

Provision

Following assessment, EAL children will remain based within the class for most lessons as it is believed that they benefit from the modelling of English from their peers.

Types of provision include one or more of the following:

- In-class support by the teacher.
- In class support by Learning Support Assistants or Teaching Assistants
- Individual withdrawal and employing a specialist EAL teacher (if necessary)

Monitoring and Review

It is the responsibility of all the teachers at Sompting Abbots to meet the needs of an EAL pupil; and to raise any concerns the Headmaster and Directors.

Signed: S Douch

Date: 5th September 2022