ST MICHAEL'S
PREPARATORY SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Last review Date: July 2025
Next Review Due: July 2026
Staff responsible: Florence Clayton (SENDCo) and Gareth Green (Assistant Head Academic)
Chair of Governors: Mark Taylor

This policy should be read in conjunction with the following St Michael's policies:

- *Special Educational Needs and Disabilities Policy*
- *Curriculum Policy*
- *Equal Opportunities for Pupils Policy*
- *Admissions Policy*

Rights Respecting School policy statement

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to our commitment to the the following articles:

- *Article 2 - No discrimination*
- *Article 3 - Best interest of the child*
- *Article 7 - Name and nationality*
- *Article 28 - Access to Education*
- *Article 29 - Aims of Education*

Introduction

All children at St Michael's are valued as individuals and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all of our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

Languages form an integral part of life. For people living in Jersey, languages contribute to our diverse and vibrant society, and so should be acknowledged and celebrated. The promotion and development of languages is essential to identity and inclusion. Some of our children may have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Aims and objectives

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000.

Teaching and learning style

In our school (see below re Early Years Foundation Stage) teachers use various methods, and will receive training on how to help children who are learning English as an additional language:

- developing their spoken and written English by:
    - ensuring that vocabulary work covers the technical as well as the everyday meanings;
    - covering not just keywords, but also metaphors and idioms;
    - explaining how spoken and written English have different usages for different purposes;
    - providing them with a range of reading materials, to exemplify the different ways in which English is used;
    - giving them appropriate opportunities for talking, and using talking to support writing;
    - encouraging them to relate one language to another;
- ensuring their access to the curriculum and to assessment by:
    - using texts and materials that suit their ages and learning stages;
    - providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
    - using the home or first language where appropriate.

EAL and inclusion

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the Early Years Foundation Stage Framework, National Curriculum and the ISEB syllabus..

Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this. We do this by:

- planning for pupils' language development through individual and whole class planning;
- making connections with pupils' experiences and building on existing knowledge; providing opportunities for pre-teaching vocabulary and new skills;
- building in opportunities for group work and collaborative work so the pupil may participate (e.g. talk partners that enable learners to participate in speaking), using role play, artefacts, props and visual organisers where appropriate to support children's developing language;
- providing a wide range of strategies including lots of speaking and listening opportunities;
- using speaking, reading and writing frames to structure children's use of language;
- using ICT to support learning; maintaining regular contact with home and wherever possible encourage parental support;
- monitoring social progress – making sure the pupil is involved in extracurricular activities, clubs, school trips etc. maximising opportunities to develop social and personal confidence;
- ensuring home languages are valued and used;
- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

We strive to provide EAL pupils with all the necessary tools to develop their learning independence and language competency necessary to access the curriculum content. We do not withdraw children from lessons to receive EAL support unless they are unable to access the curriculum or engage productively in school life without it. From when they first arrive at St Michael's and for the rest of their education at the school, children who are learning English as an additional language are fully immersed into the classroom, learning alongside their peers. We believe learning a second language is best done in context, thus

ensuring motivation. Children who are withdrawn for support sessions work on an individual basis with a supporting teacher or in small groups. This support follows the curriculum of the classroom in line with the class teacher's planning and classroom practice whilst supporting the EAL pupil's language development. Sometimes the member of staff supporting EAL pupils will work with groups composed not entirely of EAL children.

Monitoring progress

We carry out ongoing recording of attainment and progress in line with agreed school procedures for all children, (including EAL children). We monitor progress made termly and highlight children in need of targeted support. Please see our Curriculum Policy for additional information.

Admissions

The School is non-selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School will treat every application from an EAL pupil in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy can be found on the school's website. It applies equally to all prospective pupils.