

FOREST PARK PREPARATORY SCHOOL

English as an Additional Language Policy (EAL)

This Policy Applies to Forest Park Preparatory School and Early Years
Setting



FOREST PARK
PREPARATORY SCHOOL & NURSERY

Reviewed: July 2026
Annual review: July 2027

SENCo: Deborah Hewitt
Headteacher: Nick Tucker

Introduction

This policy applies to all members of the school community. Forest Park Preparatory School are fully committed to ensuring that the application of this policy is non-discriminatory in line with the Equality Act (2010). In our School, the teaching and learning, achievements, attitudes and wellbeing of all the children are important. All children are encouraged to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs.

The term EAL is used when referring to pupils whose first language is not English. This can be defined as a pupil who was exposed to a language other than English during early development, and continues to be exposed to this language in the home or community. The policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually and, if necessary, when new children join the school. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have the opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through to Year 6. Where a pupil has English as an additional language, it is anticipated that the school will normally be able to make reasonable adjustments to meet his or her learning needs. However, in the rare event that a pupil needs additional specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed, we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Children who are learning English as an additional language 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 communication skills in English.

At Forest Park Preparatory School, we take a holistic approach to the English Language education of our pupils and aim to encourage their social integration into the life of the school as well as concentrating on their academic progress. We deal with the day-to-day language skills they will need to communicate their essential needs, to mix with the English first language pupils and to play a full part in the life of the school. All pupils for whom English is an additional language should have access to the full curriculum and the full range of co-curricular activities on the same basis as all other pupils.

Aims

- To give all pupils the opportunity to overcome any barriers to learning and assessment.
- Through our promotion of Fundamental British Values, to welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school and enable them to develop an understanding of and respect for British culture.
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- To make reasonable provision for any additional resources needed.

- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To identify and make maximum use of the opportunities for modelling fluent English.
- To encourage and enable parental support in improving children's attainment.

Strategies

- All rooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities as appropriate.
- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.

Assessment

- On first joining the school pupils who may have EAL will undertake an assessment to determine their level of proficiency in both spoken and written English and to determine the level of support required. Such assessment may include dyslexia and dyscalculia screenings and GL reading and spelling tests.
- Through the school's regular assessment strategies, on-going monitoring will be undertaken to evaluate progress in proficiency in English and inform staff and parents
- The school will aim to ensure that, in conducting broader assessments of children's ability and progress, any limited proficiency in English will not be a barrier to understanding their wider abilities

Teaching and Learning

For the majority of their time at school, our EAL pupils will be integrated in all the same classes as our native speaking English pupils. Everyone in the school is therefore responsible for helping our EAL children become more fluent in English. During lessons teachers will:

- Provide differentiated work as needed.
- Have high expectations, expect pupils to contribute and give more than single word answers.
- Recognise that EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- Recognise that EAL pupils need more time to process answers.
- Allow children to use their mother tongue to explore concepts.
- Give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained).
- Ensure that EAL children hear good models of English.
- Use collaborative group activities.
- Provide a range of reading books that highlight the different ways in which English is used, and in which both language and content are suitably matched to the age and maturity of the child.
- Provide phonic resources as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.

The Unique Child

- Ensure that all families feel included and are able to participate in their children's care and learning experiences.

- Keep pupils safe when they may not understand verbal instructions, with particular reference to fire drills and evacuation procedures.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL children needing additional support do not have SEN needs. However, should SEN needs be identified, EAL children will have equal access to the school's SEN provision. Equally, if EAL pupils are deemed Gifted and/or Talented, they will have the same opportunities as any other Gifted or Talented pupil within the school.

Equal Opportunities

We will provide equal opportunities to all our children, regardless of gender, race, or disability. For more information about equal opportunities, please refer to our Equal Opportunities Policy.

It is vital that every member of the School community is valued and that the teaching that each child receives should respect and support the child in every way possible.

Future Schools

In cases where pupils have not yet acquired a level of proficiency in English in order to give a representative account of their abilities in secondary school entrance examinations, we will discuss the situation with secondary schools admissions staff with a view to enabling them to adapt their assessment procedures as appropriate.

END