



English as an Additional Language (EAL) Policy

This policy applies to all sections of RGS Prep, including EYFS.

Statement of Aims

The school is aware that bilingualism is a strength and that pupils with EAL have a valuable contribution to make linguistically and culturally. This policy aims to raise awareness of the school's obligations to EAL pupils and to identify how we may best support their learning. The definition of EAL that we use includes pupils who regularly speak a language other than English.

School Context

RGS Prep is an independent boys' preparatory school with pupils aged from 3½ to 11 years of age. The school is academic and selective and admission is through assessment. For this reason, it is unlikely that pupils at RGS Prep would be at the early stages of English language acquisition.

Identification

Additional languages regularly spoken by pupils should be brought to the school's attention during the admission process. However, if concerns are raised that a pupil is experiencing difficulties with learning related to EAL needs, this will be raised with the EAL Co-ordinator, who is the Head of Learning Support. They will then liaise with parents to involve them in the decision-making process and to discuss strategies. The school maintains a register of pupils who have EAL and updates this twice yearly. Reading, writing, speaking and listening can be assessed according to the QCA Common Scale for Assessment. The EAL register and accompanying assessment data is circulated to all staff twice yearly, including peripatetic clubs and music staff. Additional information on a pupil's learning needs and how they might be met in the classroom can also be provided on request.

Teaching and Learning

If extra support is needed then this will be considered and discussed with parents. However, certain key principles are followed:

- Language develops best when used in purposeful contexts across the curriculum.

- Additional support is best seen as an integral part of the curriculum and lesson planning.
- There is a distinction between EAL and Special Educational Needs (SEN).
- Teaching and support staff play a crucial role in modelling correct use of language.
- Access to learning requires attention to words and meaning embodied in each curriculum area. Meanings and understanding cannot be assumed and need to be explored.
- Language is central to our identity. Therefore we should value other languages and cultures and invite our EAL pupils to share their knowledge of them with others.
- Regular communication between school and home is an integral part to effective provision.
- Although basic language skills may be acquired quite quickly, the level needed for academic study may take up to ten years to develop.

Assessment

Progress will be assessed through the school assessment procedures such as PTE, PTM, Reception Baseline, and internal assessment. The EAL Co-ordinator will discuss progress regularly with class and subject teachers suggesting strategies or adjusting support. If necessary, an Individual Education Plan (IEP) will be used or an Individual Support Plan (ISP) in EYFS. This will be written in collaboration with the parents, pupil and appropriate staff and reviewed at least yearly.

Special Educational Needs and Gifted and Talented

The school recognises that pupils with EAL may or may not have SEN. If SEN needs are identified, EAL pupils will have equal access to SEN provision. Equally the school recognises that there may be EAL pupils who are Gifted and Talented and they will also have full access to the school's provision. Further information on these can be found in the Learning Support policy, Disability policy and Gifted and Talented policy.

This policy was updated in the Michaelmas Term 2021. It will be reviewed in Michaelmas Term 2022.

SCS/TFD