



## **AVONDALE PREPARATORY SCHOOL**

### **English as an Additional Language (EAL) Policy**

At Avondale Preparatory School, we actively support children for whom English is an additional language (EAL), recognising the unique value that their home languages bring to our school community. As per the Department for Education's definition, a pupil is identified as having EAL if they are exposed to a language at home that is other than English.

We believe that a high-quality education reflects and celebrates this diversity, fostering an environment where pupils' experiences and cultural identities enrich learning. Our aim is to ensure every child feels supported in developing their English language skills while preserving and valuing their home language, thereby equipping them for life as global citizens.

#### **Our Ethos for EAL Pupils**

- We encourage children to maintain their home languages, ensuring their cultural identity is preserved and celebrated.
- We support the development of both social and academic English, recognising the distinction between conversational fluency and academic proficiency.
- We aim to create a nurturing environment where pupils feel confident, respected, and motivated to achieve their full potential.

#### **Teaching and Learning- Inclusive Classroom Practices**

Pupils with EAL are taught alongside their peers to foster integration and provide meaningful opportunities for language, cultural, and social interaction.

Teachers use clear learning objectives, structured lessons, and interactive, multi-sensory teaching methods.

Differentiated planning ensures EAL pupils can access and engage with the curriculum.

#### **Early Years Foundation Stage**

In the Early Years, we recognise that conceptual understanding and linguistic development occur simultaneously. Our staff modify their interactions to support language acquisition in both English and the child's home language.

#### **Targeted Support**

If necessary, pupils may receive additional support through specific interventions, which may include:

- Phonics programs for younger pupils or those new to English.
- Writing and comprehension assistance for older pupils, including exposure to advanced vocabulary and writing frameworks.
- Social conversation games to develop interaction skills.
- Grammar-focused interventions tailored to individual needs.

#### **Planning, Monitoring, and Evaluation**

Pupils with EAL are identified on entry, and their progress is monitored regularly through observations, teacher assessments, and formal testing.

Teachers review the achievements of EAL pupils and inform the SLT should any concerns or issues arise.

Language proficiency data is gathered and used to inform personalised support and intervention planning.

The SENDCO oversees provision and ensures that planning addresses the needs of all EAL pupils.

#### **Working with Families and the Community**

We value strong relationships with EAL families and actively engage with them through regular communication and events. Parents are encouraged to provide updates about their children's language use at home. Events such as

international days celebrate the cultural diversity of our school community, fostering an inclusive and welcoming environment.

### **Staff Training and Development**

Staff receive regular training and guidance on effective strategies for supporting EAL pupils. This is delivered through staff meetings, workshops, and feedback sessions from external training or conferences attended by the SENDCO.

### **Policies Supporting EAL Provision**

The EAL policy works in conjunction with the following policies:

- Admissions
- Anti-bullying
- Assessment
- Curriculum
- Behaviour
- Accessibility
- Equal Opportunities
- Data Protection
- Safeguarding
- Special Educational Needs and Disabilities (SEND)

Revised October 2024

Signed as read:

Signature: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_