



TALBOT HEATH SCHOOL “Honour Before Honours”

EAL POLICY (Whole School, KG-Y13)

Date adopted: 21st November 2023

Date for next adoption: Autumn Term 2026

Reviewed by: Education & Staffing Committee

As a school, we will make reasonable adjustments to this policy, in line with the SEND Code of Practice (2014) and the Equality Act (2010), for students with SEND.

At Talbot Heath we are inclusive and welcome pupils from all backgrounds and ensure EAL pupils are fully integrated into their peer group and the whole school community.

The aim of this policy is to inform our practice in the following ways:

- To promote equal opportunities for all pupils.
- To ensure that EAL pupils meet their full potential.
- To encourage EAL students to become confident, independent learners.
- To maintain high aspirations for EAL pupils.

These aims are met through high quality classroom practice and supportive pastoral care.

Junior School (EYFS-Y6)

Language is central to our identity. Pupils may have a variety of abilities in the languages known to them. Therefore, the home languages of all pupils should be recognised and valued. Teaching staff encourage parents to support home language development, while providing opportunities for pupils to learn and make progress in English at school.

Although many pupils acquire the ability to communicate on a day-to-day basis in English, the level of language needed for academic study is much deeper and more detailed and therefore, may require additional support.

Support offered may include:

- visual support
- support with specific topic vocabulary
- individual support with a teacher or TA.

Needs of EAL pupils need to be considered when planning and a distinction should be made between EAL and SEND.

Objectives:

It is the responsibility of all staff at school:

- To support pupils with EAL requirements and ensure that their needs are met.

On admission, parents are asked to identify whether English is a first or additional language and which languages are spoken at home. These questions are designed to ensure we can meet the needs of all pupils and enable them to fulfil their potential in all areas of the curriculum. During the taster day, staff make assessments, both formal and informal, about a pupil's ability in English; spoken, read and written, appropriate to their age.

- To ensure EAL pupils follow the same curriculum as their peers.
- For the SENDCO and SLT to provide support and advice about EAL for all School staff through meetings and discussions.

- Teachers should ensure their planning takes account of the needs of any pupils with EAL.
- Form Teachers are responsible for monitoring the progress and development of all the pupils in their classes, (through liaison with other subject teachers) including those with EAL and seeking advice from colleagues and implementing interventions as necessary.
- To maintain and develop partnership with parents and guardians. Parents can access areas of the website that are translated into additional languages and Seesaw, the communication platform used in Pre-Prep, has a translate feature so parents can read teacher's posts in 55 languages other than English.

Senior School (Y7-Y13)

It is the senior school's policy to admit students who do not have English as a first language only if they satisfy the school's normal entry requirements.

Those students who seek admission to Sixth Form must sit an entry paper in English in addition to papers in their chosen A/S level subjects.

All students will be expected to sit GCSE English Language at the end of Year 11.

EAL support will be given to students in Years 7 – 11 unless they are assessed as not needing this. It is not our usual policy to offer EAL support to students entering Sixth Form, although support will be given to students with specific needs and to those who are sitting the IELTS examination.

All pupils who have EAL will automatically be placed on the school's Learning Support register.

Objectives:

It is the responsibility of all staff at school:

- To be supportive of all pupils who have EAL
- To differentiate work in an appropriate way for EAL pupils
- To liaise with colleagues (SEND/CO, EAL Support, Boarding House Mistress, Form Tutors) giving specific EAL support to pupils so that targeted reinforcement can be given
- To liaise with Boarding Housemistress as appropriate
- To encourage the pupils to contribute verbally

Individual staff responsibilities:

- Form tutors will support any pupils in their form who have EAL and facilitate their integration in the peer group, whilst being sensitive to the needs of pupils from different cultural and linguistic backgrounds. They will also provide an overview of each pupil's progress and liaise with the EAL teacher and boarding staff so that adequate support is given
- Heads of Faculty will publish clear guidance in line with school policy on strategies to ensure the curriculum is accessible to pupils with EAL and monitor that this guidance is followed within the faculty

Individual Pupils:

- Pupils with EAL will be encouraged to seek help if they experience difficulties with understanding work or with integration into the school community
- All pupils are encouraged to support others who have EAL and help them to integrate into the school community

Conclusion

- Pupils who have EAL will be able to follow the normal curriculum and integrate into the school community happily