



Policy for Supporting Pupils with English as an Additional Language (EAL)

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Taunton Preparatory School, (which includes Nursery and TPPS) aims to provide a safe, inclusive learning environment for those pupils with English as an additional language (EAL), taking into account their language needs, learning needs and social needs. Taunton Preparatory School respects the cultural heritage of all its pupils and endeavours to educate the wider school community about different cultures through MFL, humanities, assemblies, PSHE and special themed celebrations/cultural cuisine days.

All children with EAL are identified on entry and their language development is closely monitored. Children whose home language is English and who speak additional language/s are also recorded. The requirement to support home language in play and work in the Early Years Foundation Stage is also provided by our senior students and MFL teachers.

Taunton School international senior and middle school also have EAL students and a dedicated EAL policy.

A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

It is recognised that each pupil with EAL needs will have their own specific profile of language needs and an initial assessment will be made over a period of weeks using the schools national descriptors for Speaking and Listening in the Pre Prep and QCDA's "Assessing English as an Additional Language" in the Prep School.

In the early years close liaison with parents is essential in order to respond to the early development of language skills, whether in English or an additional language. Each family's circumstances are considered to be unique and whilst parents have chosen to educate their children in English the school will endeavour to support children in use of their home language as well.

The results of the assessments, which place pupils at NC levels for Speaking, Listening, Reading and Writing, will inform future learning/teaching targets by using the descriptors set out in the assessment document. Pupils will learn alongside their peers in the classroom, thus providing an integrated language, content and cultural environment, aimed at motivating and meeting the distinctive needs of EAL learners.

Although the school looks to work in line with a sheltered immersion model, it may still also be necessary to withdraw pupils from the mainstream class in order to work on specific targets; however, these will be time limited and the result of a strategic intervention/mode of support that is closely linked to the content and learning objectives identified and promoted within the mainstream classroom/curriculum (see: OFSTED recommendations, September 2009.)

All teachers involved with EAL pupils' learning will be involved in the planning, monitoring and reviewing of these pupils' needs and achievements.

Mrs Louise Ashmore (Pre-prep & Prep School) alongside Mrs Hannah Seymour (Prep School) and Mrs Louise Leah (Pre Prep) will have responsibility for coordinating the needs of the pupils and be responsible for evaluating the school policy for pupils with English as an Additional Language.

Documents which inform this policy include but are not limited to:

- Equal opportunities
- Early Years Inclusion
- TPS SEND Policy
- Early Years Foundation Stage Legislation
- TPS Curriculum, teaching and learning policy