TAUNTON
SCHOOL

PREP EDUCATIONAL AND WELFARE PROVISION FOR PUPILS WITH EAL

POLICY

Policy Lead – TPS Deputy Head Academic

Last Review – September 2025

Review Schedule - Annually or following a change in legislation

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Aims

- To acknowledge cultural and linguistic diversity.
- Establish a safe and welcoming educational institution where every young individual has the opportunity to explore their identify and aspirations.
- To realise the academic potential of all pupils, including pupils with EAL.
- To value the use of the home language to access the curriculum.
- To support the collaboration of pupils, parents and professionals in the process of decision making about meeting the needs of ethnic minority pupils.
- To develop and share good practice in the support of EAL pupils.
- To assess, monitor and review the progress of EAL pupils.

Definition

A pupil is recorded as using EAL if 'they are exposed to a language at home that is known or believed to be other than English'. (DfE Schools, pupils and their characteristics, June 2019.

Within Taunton Prep school this includes pupils who are:

- fully bilingual and all those at different stages of learning English.

- newly arrived from an International Country and school

- newly arrived from an International Country but at an English-speaking school.

- born in the UK, but in a family where the main language is not English.

Pupils with EAL will have varying degrees of need and provision.

Teacher Standards

The Teacher Standards (2021) state that it is the responsibility of all teachers, whatever their subject, to 'adapt their teaching to the strengths and needs of all pupils'. Learners who use EAL are mentioned specifically; 'Adapt teaching to respond to the strengths and needs of all pupils, but there is relevant to teaching and learning for EAL learners throughout the standards.'

DfE Teachers' Standards Guidance for school leaders, school staff and governing bodies, 2021

Within Taunton Prep School

- All children with EAL are identified on entry and their language development is closely monitored.

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 school's national descriptors for Speaking and Listening in the Pre Prep and QCDA's "Assessing English as an Additional Language" in the Prep School.

The results of the assessments, which place pupils at NC levels for Speaking, Listening, Reading and Writing, will inform future learning/teaching targets. 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. It may still also be necessary to withdraw pupils from the mainstream class to work on specific targets, but these will be time limited and linked to the work of the mainstream class.

All teachers involved with EAL pupils' learning will be involved in the planning, monitoring and reviewing of these pupils' needs and achievements. Mrs Rebecca von Bonsdorff (Prep School) and Mrs Rebecca Lewis (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.

Leadership

- There will be a dedicated member of staff responsible for EAL across the whole school (Miss Rebecca Von Bonsdorff, Head of EAL) who will ensure that the identification of EAL pupils, and that their needs are provided for and support is implemented; they will line-manage the EAL teaching team and lead the implementation and evaluation of EAL strategies and policy. They will be responsible for home communications to the School's EAL community.
- Any adjustments to pupils' curriculums or setting will be decided by the EAL co-ordinator, alongside the Deputy Head Academic and with the appropriate data and information to inform any decision.
- The Head of Educational Progress will ensure that any additional SEND assessment and support is provided where a pupil may have both EAL and SEND needs.

Teachers

- Teaching staff will not view EAL as 'low ability' and encourage pupils to embrace challenge as well as having high expectations, scaffolding and differentiating tasks accordingly.
- Teaching staff should engage with CPD pertaining to EAL.
- Quality-first Inclusive Teaching will be particularly impactful for EAL pupils. In particular, the following strategies will support all 'competent' – 'fluent' (Band C+) EAL pupils in the classroom and allow them to maximise their academic progress:
- Seating plans which strategically seat EAL pupils with confident and fluent English speakers, and near the front of the classroom to ensure regular check-in and sight of visual cues to support understanding.
- Teacher instruction will be clear and concise. Provision of word lists and glossaries – with translation where necessary - to support pre-teaching and task completion.
- Writing scaffolds and frames will be provided and writing will be modelled accordingly.
- PowerPoints and resources should make use of visual and audio cues and refrain from being over-complicated to reduce cognitive load and make meaning clear.
- Allowing the first language where necessary in supporting pupils to complete research or preparatory work that will then inform a later English-written assessment
- Good Oracy strategies such as modelling talk and repetitively using key Tier 2 and 3 vocabularies will support EAL pupils' language-acquisition.
- Differentiating homework tasks and providing additional support to ensure these can be completed effectively at home and with – where necessary – parent/carer additional support

- Teachers will identify and reflect upon EAL needs in feedback to pupils that pertain to their additional language, e.g., inaccurate use of tenses.

Assessments.

- Upon entry; CAT4 and NGST and NGRT testing for standardised scores and determining need for EAL Star assessment in September.
- Complete individual language assessments for each pupil by October. The students' productive and interactive spoken skills will be assessed by their EAL teachers. Listening, reading and writing skills will be determined using the Oxford Young Learners Tests. The students' levels will be determined according to the Council of Europe CEFR scale.
- Six-monthly goals will be set for each student in accordance with the CEFR scale.
- Necessary interventions for Band A pupils will then be made in consultation with their form tutors; in limited cases, curriculum or setting changes will be made.
- In February and June, all pupils will be reassessed according to the goals set in September/October the previous year. This will monitor progress and determine future interventions; likewise, pupils receiving interventions will be reassessed for the NGRT and NGST at the end of each term.
- After each assessment point, data and reading reports will be made available to staff with parents/carers updated on progress accordingly where their child receives intervention.

Resources

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- Subscription to *twinkl.co.uk*
- Subscription to *ESLKidsstuff.com*
- Subscription to *Oxford Young Learners Placement Tests*

Interventions

- Literacy interventions (primarily Reading and Phonics)
- Small group Guided Reading and Phonics Interventions
- Curriculum adjustments as appropriate
- Homework adjustments
- Setting changes