



PEMBROKE HOUSE



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY



Policy Statement

The UK government **definition** of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003).

This policy is to recognise and meet the needs of pupils who are learning English as an additional language. There are many children joining Pembroke House School who come from a variety of linguistic backgrounds and educational experiences. Speaking a foreign language at home can make it challenging for students to access the curriculum. In this policy these pupils are referred to as EAL (English as an Additional Language) pupils. EAL provision at Pembroke House School is predominantly through immersion in the school's curriculum and the broader life of the school with additional support from the Learning Support Department. Having a home language other than English is not a 'Learning Difficulty'; however, we do recognise that pupils with EAL may also have SpLD (Specific Learning Difficulty). All pupils for whom English is an additional language, will have access to the full curriculum and the full range of co-curricular activities on the same basis as all other students.

Admission:

We follow the school's normal admissions requirements and procedures collating information from the potential pupil with regards to:

- Country of origin
- Pupil's educational background
- Pupils level of literacy in English

Aims:

- To offer all our EAL pupils the opportunity to equal access of the curriculum, allowing them to overcome any barriers to learning or assessment
- To welcome and value the cultural and educational experiences an EAL pupil may bring to Pembroke House School
- To support EAL pupils in developing skills and confidence to use a variety of strategies to improve understanding
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate
- To encourage parental support in improving the pupil's attainment across the curriculum

Roles and Responsibilities:

There is a collective responsibility held by staff to ensure our EAL pupils have nothing standing in the way of success and learning. The Head of Learning Support, Director of Studies and Head of Schools are all members of staff who are responsible for coordinating, monitoring and maintaining an overview as to how the EAL pupils are progressing.

At Pembroke House School all teaching staff are responsible for:

- Identifying EAL pupils

Reviewed September 2019 - MA, AO, ALe, LS, JH, DJ

Next Review: September 2020



Pembroke House EAL Policy

- Ensuring EAL pupils are integrated into mainstream classes and have full access to the curriculum through differentiated work in planning and lessons if required
- Recognising that EAL pupils will require additional time to process answers
- Considering the way we use language to communicate ideas and ensuring we provide suitable contextual cues for EAL pupils
- Encouraging EAL pupils to participate in all activities at school
- Allowing pupils to use their mother tongue to explore new concepts and ideas
- Ensuring that parents and/or carers are encouraged to support in EAL pupils' learning

Additional Support for the EAL pupil:

The Learning Support Department will carry out a range of internal assessments to decide whether one-to-one support is necessary for the pupil. If this is deemed necessary, then lesson time will be allocated to the pupil which will take place in the Learning Support Department. In some instances lessons with an LS teacher will be supplemented by in class support and further sessions with an LSA.

Registering and Monitoring Progress:

- EAL students will be placed on the Learning Support register.
- Individual progress will be monitored and progress tracked by standardised tests administered by Pembroke House School.
- Regular meetings by Junior, Middle and Senior school staff ensure that the Head of Learning Support gains feedback on the progress of the EAL pupils in each subject area.