

PARTICULARS OF THE EDUCATIONAL AND WELFARE PROVISION FOR PUPILS WITH WHOM ENGLISH IS AN ADDITIONAL LANGUAGE

Written by	Head of LS/EAL, Deputy Head Academic
Date for Review	September 2024
ISI Code	A2B

The EAL department is part of the Learning Support Department. EAL support is offered to help children from overseas with the necessary language skills to function and integrate in our school and culture and to approach their studies and life with confidence at Sherborne Prep School and beyond.

In line with guidance set out in the 2010 Equalities Act, at Sherborne Prep School we believe that all pupils should expect to receive an education that enables them to achieve the best possible educational outcomes and become confident, able to communicate their own views and be ready to make a successful transition into their next school and ultimately adulthood and employment. This means that we

- will monitor the progress and development of pupils with EAL and tailor support appropriate to their individual needs.
- make reasonable adjustments to prevent pupils with EAL being put at a disadvantage.
- take appropriate steps to promote quality of opportunity and to prevent any discrimination (intended or otherwise) between all adults and pupils.
- support teachers to plan lessons carefully to anticipate potential areas of difficulty for pupils with EAL and thereby remove potential barriers to pupil achievement.
- offer specific language support to children whose first language is not English, to pupils who lack the necessary language skills to provide access to the curriculum and to those who do not yet use English confidently.
- support pupils for assessment. Given the diverse range of language needs, we will also ensure that EAL provision is flexible and tailored to individual pupil requirements.

EAL students at Sherborne Prep School have many opportunities to learn about British culture and values. EAL lessons can also enable the EAL staff to take an interest in the general pastoral well-being of the student and additionally how the student might be coping in the wider school community. Any minor concerns shall be communicated with the appropriate boarding, or teaching staff. More serious concerns shall be referred to the Deputy Head (Pastoral) as per school policy.

Staffing

The EAL teacher is responsible for the coordination of EAL provision and liaises with school staff. They may teach individuals, pairs or small groups throughout the school, depending on need and demand. The EAL teacher also communicates with parents regarding provision and provides regular feedback on progress in line with the school's reporting process.

Admissions Procedure

Pupils entering the school are informally assessed on their language skills. A plan is then put together to provide appropriate support and a learning programme. The EAL teacher works closely with subject teachers to ensure that suitable classroom strategies are put in place to support any EAL children within it. Some pupils may require specific, targeted intervention.

Strategies

Teachers take specific actions to help EAL pupils to develop their spoken and written English, by:

- modelling and showing how spoken and written English is structured.
- enlisting the aid of any appropriately bilingual pupils in the group as a translator.
- providing support through the use of technology and dictionaries.
- ensuring that there are effective opportunities for conversation and that verbal prompts are used to support writing.
- repeatedly re-wording and re-phrasing any discourse in English with the pupil.
- employing, and encouraging the pupil to employ, non-verbal modes of communication, e.g., gestures and drawings, to support any attempts at verbal discourse.
- encouraging pupils to transfer experiences, knowledge, skills and understanding of their home/first language to English, focusing on the similarities and differences between them.
- using accessible texts and materials that suit the pupil's age and level of learning.

Induction Process

First day at school:

The child spends form time in their class to meet and get to know their form and to receive their Prep diary and timetable. A full induction timetable is created by the DH (Pastoral) in discussion with the EAL teacher.

The First Term and Beyond

1. Boarding staff, form teachers and all teaching staff take opportunities to inform foreign students about British life and culture, e.g., Royal family, government, education system, money, local and national history and geography, current affairs, tourist attractions, mail, trains and buses, etc.
2. Form teachers actively encourage contact and exchange of experiences between British and foreign pupils. The relationship should be one of give and take between equals. Home visits can be a wonderful way of experiencing British life.
3. For the well-being of the international pupils, it is important to foster and appreciate their talents and their culture. The children may not understand everything that is going on, academically and socially, so they may feel uncertain or confused. However, they are working hard learning English, studying the curriculum and adapting to the culture – far from home. All staff should remind themselves of this and aim to support our international children in every way possible.

Review

This policy is monitored and reviewed annually by the Deputy Head (Academic) in consultation with the Head, the EAL teacher and the Head of Learning Support.