

# COPTHILL SCHOOL

## EAL POLICY 2024-2025

At Copthill School we put the child at the heart of their learning, making the education fit the child rather than trying to make the child fit into a one-size-fits-all system. We believe that all children can achieve and acknowledge that potential is limitless. Knowing a child's learning journey; where they have come from and where they are now enables us to support the individual as to where they go next.

This policy should be read in conjunction with:

SEN Policy

Behaviour policy

### 1 RESPONSIBILITIES

#### 1.1 KEY PERSONS

SEND Coordinator - Rachel York-Forward

### 2. DEFINITION

2.1 In defining EAL we have adopted the following definition:

**An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:**

2.1.1 Newly arrived from a foreign country and school;

2.1.2 Newly arrived from a foreign country, but an English speaking school;

2.1.3 Born abroad, but moved to England at some point before starting school;

2.1.4 Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

### 3. RECOGNITION

3.1 Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils are encouraged to play a full part in class activities.

3.2 The school environment promotes language development.

3.3 The school structures and overall ethos help EAL pupils integrate into the school, thrive in a western culture, and appreciate their own cultural uniqueness.

3.4 The integration of EAL pupils into the school community extends to their families/guardians.

3.5 Bilingualism and multiculturalism are viewed as assets that are actively supported and celebrated.

#### **4. PROVISION**

4.1 Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need. This provision encompasses support for individual pupils or groups of pupils within the classroom, support for those responsible for teaching these pupils, and supplementary provision.

4.2 Classroom teachers have responsibility for ensuring that pupils can participate fully in lessons and will follow the Copthill standards for teaching. (Attachment)

#### **5 IDENTIFICATION AND ASSESSMENT**

5.1 Identification and assessment is with the purpose of providing the most appropriate provision for a particular pupil

5.2 In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

5.2.1 Information from the application form

5.2.2 Information from parents/guardians interviews

5.2.3 Information from initial assessment papers

5.2.4 Information from the previous school.

5.3 Whenever possible, assessment is undertaken as a partnership between the class teacher, SEND coordinator, parents/guardians and pupil.

#### **6 MONITORING AND RECORDING**

##### **6.1 CLASS TEACHER**

6.1.1 It is the responsibility of the class teacher (with the support of the SEND coordinator) to: maintain monitoring and recording of assessments for all pupils.

##### **6.2 SEND COORDINATOR**

6.2.1 On entry to Copthill a Pupil profile sheet is completed by the parents/guardians for all EAL pupils.

6.3 A register of EAL pupils is maintained centrally on Schoolbase by the school and monitored by the SEND Coordinator and head teacher.

## **7 SPECIAL EDUCATIONAL NEEDS AND DIFFERENTIATION**

7.1 EAL pupils are not children with SEND and our school recognises that most EAL pupils needing support with their English do not have SEND needs. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

7.2 Some EAL pupils may have a special educational need and in such cases pupils will have equal access to school SEND provision, in addition to EAL support.

7.3 EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our school SEN policy..

7.4 EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our school More Able Pupil policy (see 3.2).

## **8. COMMUNICATION**

8.1 Parents and teachers will work together for the needs of pupils with EAL, with support from the Learning Support Department.

8.2 Teachers will meet with parents on a termly basis to inform of progress and discuss strategies in place if there is a Personal Learning Plan in place.

## **9. MONITOR AND REVIEW**

9.1 The policy will be regularly monitored and reviewed as part of the ongoing audit of practice and development within the school.

Updated September 2024

