



ST MARGARET'S PREP  
CALNE

## EAL Policy

Issued by:	Alex Hopkins – Head of Prep School Olivia West - SENDCo
Last review:	September 2024
Next review due:	September 2025
Reviewed by Governors:	Autumn 2024
Circulation:	Website Teams

## **Introduction**

St Margaret's Prep is committed to offering a curriculum that meets the individual needs of all its pupils, including those for whom English is not their first language. The school will do its best to meet the needs of each pupil within the resources available. This policy seeks to inform teaching and learning throughout the school as well as ensuring that provision is made for pupils with EAL.

Provision for pupils with EAL is a matter for the school's governors, the Head of Prep School, the SENDCo, and all members of the teaching staff. St Margaret's Prep is committed to a fully inclusive approach to EAL. St Margaret's Prep is an independent day and boarding school for boys and girls from 2-11 years (boarding available from Year 6 on-site at St Mary's).

Entrance is through natural progression from Nursery or Reception or via GL Assessments and taster days for older pupils. EAL speakers (English as an Additional Language) may have additional tests to determine their understanding and usage of the English language. EAL children at St Margaret's Prep come from a range of ethnic, economic and linguistic backgrounds.

N.B. Although St. Margaret's recognises that the definition of "Learning Difficulty" does not specifically apply to children whose main language at home is not English (EAL), the children who are receiving additional help are under the umbrella of the Learning Support Department. In line with the requirements of the Race Relations Act 2000 and Equal Opportunities Act 2010 we ensure that we meet the full range of needs of those children who are learning English as an additional language.

St Margaret's Prep undertakes to make reasonable steps to ensure equal access for all pupils to all areas of school life, within what can be reasonably provided given the resources of the School, including: the financial cost of making the adjustment, making the adjustment practicable and effective; Health and Safety requirements; the need to maintain academic, musical, sporting and other standards; and the interests of the other pupils and prospective pupils.

## **Aims**

To welcome and value the cultural, linguistic and educational experiences that children with EAL bring to the school.

To support EAL children to gain in confidence and fluency in speaking, listening, reading and writing in English to be able to fulfil their academic potential and integrate fully into life at the school.

To assess the needs of children with EAL and to give appropriate provision throughout the school.

To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own language.

### **Provision, assessment and evaluation of EAL:**

Parents and/or guardians inform the school through the Admissions Department if the first language of the child is the first and/or main language is a language other than English.

Admissions will inform staff and the Learning Support Department if there are any grades in English Language which have been reached at previous schools.

The Admissions process involves an interview, which will give the school a better understanding of the level of English reached.

EAL students will meet with the EAL teacher at the start of their time at the school to ascertain how much support might be needed.

Lessons are on a one-to-one basis and placed at the same time every week on the timetable. Support may be a condition of entry to the school, with the cost agreed and borne by the parents.

Parents agree to additional support through the Admissions process.

Some students may require more than lesson per week, and this is agreed with parents and tutors are informed.

The EAL teacher works closely with the Class Teacher and decisions to reduce or increase support are made after consultation with the relevant teacher/s and other relevant subject staff.

The EAL teacher or Class Teacher will contact parents directly to advise on how best to support at home.

The EAL teacher is represented by the Head of Learning Support at parents' meetings and if any further discussion is needed, he/she is available to contact parents or guardians directly