

BUTCOMBE

CLIFTON COLLEGE PRE-PREPARATORY SCHOOL

POLICY FOR CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

This policy applies to all children in Butcombe, including those in EYFS

RATIONALE

English as a Second Language and English as an Additional Language are terms which refer to only one aspect of a child's language repertoire. While for most pupils at Butcombe English becomes their main language for education, from time to time we have children on roll for whom English is an additional language and their first language remains a crucial dimension for their social and cultural identity.

AIM

The aim of this policy is to create a set of working practices which ensure that pupils with EAL are able, as with any pupil, to achieve their full potential in all areas of the curriculum and have access to and do their very best in all aspects of school life.

OBJECTIVES

1. to identify the needs of a child with EAL as soon as possible so that these needs may be quickly and appropriately met.
2. to monitor and assess children's progress in order to ensure good levels of achievement in all curriculum areas despite language difficulties.
3. to make available suitable resources for support assistants or the EAL teacher to use with an individual or group.
4. to ensure that parents with EAL have access to information concerning the life of the school in general and particularly their child's attainment and progress.

GUIDELINES

1. Overall provision for children with EAL will be co-ordinated by an identified co-ordinator. At present, this co-ordinator is Mrs Lisa Townsend.
2. The class teacher with the help of the parents and Head will seek to identify the needs of any child entering Butcombe with EAL by way of taking a history of the

pupil's experience of the English language, and referring to his previous school's records.

3. Immediate support will be set up, under the direction of the EAL co-ordinator, if this is appropriate, and/or a further period of assessment will follow in-class and a variety of different school contexts to identify the area of the pupil's needs as soon as possible.
4. The precise nature of the support will depend entirely upon the age of the child and his particular needs, and the EAL Co-ordinator will ensure these are carefully matched. The type of support which Butcombe may call upon will include:
 - In-class support from a Teaching Assistant for both general day-to-day activities and pastoral care and specifically targeted curriculum areas.
 - In-class support from pupils from the Upper School on the Monday Afternoon Activities programme; these are likely to be bilingual students with particular skills to offer.
 - Withdrawal from class for specific English tuition with Miss Laila Subrati, our specialist EAL teacher; the programmes used for this more specialist EAL instruction include 'Get, Set, Go!' and, in line with the Preparatory School, 'Chatterbox'.
5. The EAL co-ordinator will also offer advice and resources for class teachers' use for differentiated classroom activities. The SEN budget will be available to add to the EAL bank of resources as is necessary.
6. Careful attention will be paid to the special requirements pupils with EAL may have for assessment tasks, particularly formal tests such as SATs.
7. Parents will be a vital link in providing for the EAL pupil's needs, and where language difficulties are present for them as well, Butcombe will endeavour to provide information about school and reports etc., in an accessible form.
8. Links with the Preparatory School EAL department are made to allow for information and resources to be shared, particularly for Year 3 EAL pupils whose transfer will be carefully planned for.
9. Charging: All extra support from a T.A. or specialist teacher will be charged according to the Charging Policy and notice of this will be given to the parents in advance.

Lisa Townsend 2011