



English as an Additional Language (EAL) at Cheltenham College Preparatory School

Reviewer: Bridgette Williams

Approver: Rachel Hamlyn

Reviewed: June 2023

Next Review: June 2024

(Please also refer to the Learning Support and SEN Policy and the Admission Policy)

Cheltenham College Preparatory School provides the opportunity for students from a wide and varied range of backgrounds to follow a prep school education. A child is considered EAL if their first language (mother tongue) is not English and/or they continue to be exposed to another language in their home or community.

Why we provide EAL lessons at The Prep

When a child joins our school from another culture, it can be hard for them to meet the challenges of a new way of life and learn a new language. Therefore, we offer English as an Additional Language (EAL) lessons in order to help ensure that no child is left behind with their learning. EAL lessons can allow a pupil to fill in any gaps in their education that may have resulted from their schooling in another country or language, and also gives them the opportunity to not fall behind their peers within the classroom as far as possible.

It is our aim to provide our EAL pupils with the skills required to integrate as quickly as possible with their peers both socially and academically. With support, we encourage each child to fulfil their potential, by providing a supportive learning environment to prepare the pupil for the demands of the wide curriculum on offer.

Organisation

Pre-Prep is divided into Early Years Foundation Stage (EYFS- Nursery and Reception) and Key Stage 1 (KS1 - Years 1 and 2). EAL pupils are monitored by the SENCo and supported both within class and in a 1:1 session where appropriate. EAL pupils are also supported in lessons by the class teacher and teaching assistant as required.

The Learning Hub team support and monitor pupils from Year 3 to 8, and, once assessed, pupils' individual needs are catered for with the requisite number of lessons required. The lessons can be in the form of one-to-one teaching or small group teaching. Once we are aware of a pupil's strengths and weaknesses, we are able to create a scheme of work that is individually designed to best support a child's needs and address any gaps in their linguistic skills, be it speaking, listening, knowledge of vocabulary, reading or writing. EAL are part of the Learning Support Department who make sure all needs are met, and information on pupil learning needs is available for all subject teachers to access via ISAMS and Prep Pupil Learning Hub Tracker.

EAL lessons are subject supportive, and we work closely with the English Department to make sure that any potential areas of weakness are addressed at the earliest possible opportunity. These lessons also provide a chance for our pupils to tackle topics that they don't understand and are not confident enough to address in the classroom. This allows pupils to maintain their learning and ensures they are able to access the same curriculum as their class peers as far as possible.

Boarding House

The children joining the boarding house are given introductory booklets. These contain pictures and words that they may need when first arriving at the Prep. This provides the children with the opportunity to translate some key vocabulary into their first language.

When arriving at the Prep the children are given a map and a booklet containing pictures of their new classrooms, the map is colour coded to help the children find their way around the Prep.

The Matron has regular meetings with the EAL teacher to discuss how each individual child can be supported with their learning and pastoral needs. Activities are organised to reinforce skills that our children are learning in their EAL lessons in a fun, relaxed manner in the boarding house.

Transition Stages

Throughout **Pre-Prep**, staff liaise closely with each other to aid transition, passing on key information about EAL pupils' needs, requirements and progress.

The Learning Hub liaise closely with Pre-Prep staff to help with the transition to Lower School (Year 3). They have close links with Cheltenham College EAL staff. They share good practice and resources, in order to provide the best possible service for EAL pupils across both schools. Staff meet regularly to synchronise the admissions process, and share information about pupils joining the College, in order to ease in pupils as seamlessly as possible.

EAL provision for EYFS and Key Stage 1

Within EYFS, the aim is to support EAL pupils in gaining access to the Early Years Foundation Stage curriculum and this is done through the provision of differentiated materials, both in the child's home language and English. In Key Stage 1, EAL pupils are supported in accessing the National Curriculum. All EAL pupils are given the opportunity to work with the SENCo on an individual basis to improve vocabulary and practise their English conversation as required.

EAL Provision Years 3 to 8

EAL provision is reviewed on a termly basis. The aim is to maximise impact by arranging intervention as early as is possible. Pupils are withdrawn from a range of subjects, but always to minimise the impact on their learning in the classroom.

There will also be some general in-class support provided by Teaching Assistantss in English and Maths from Years 3 to 8 where appropriate, to allow EAL pupils the opportunity to seek support within the classroom.

Pupils are withdrawn on a 1:1 basis, or sometimes in pairs or small groups to receive multi-sensory language teaching to develop their spoken language and to address any specific areas of difficulty in reading, spelling, writing, handwriting, listening skills, social and communication difficulties and to extend their vocabulary. The team conduct reading, vocabulary and spelling tests when necessary with 1:1 pupils in order to closely monitor their progress.

EAL pupils are provided with individual programmes to improve and consolidate techniques in Core Subjects, Study Skills and exam techniques in preparation for their Common Entrance or Academic Scholarship goal. It is essential the required support for exams be in place, thus an Educational Psychologist or in Specialist Teacher assessment may be required to advise on this.

EAL List - A register of pupils with EAL needs is maintained and updated by the SENCo and Head of EAL.

Weekly meetings are held with Head of Learning Support and other school staff as required. Teaching Assistants who are supporting EAL children in class liaise with the EAL teacher to monitor how our EAL children are accessing the curriculum.

Assessments for EAL pupils

EYFS and KS1 Steps will have been taken, on entry to the school, to find out about pupils' proficiency in their own language as well as any other languages spoken and their level of English proficiency. This will be recorded in the pupil's file held by the SENCo and reviewed and updated at the end of every term to determine progress.

EAL pupils within EYFS will be assessed as their peers using the specific framework for this age group. EAL pupils in KS1 will follow the same assessment procedures as their peers, using PUMA (Maths), PIRA (English reading), CAT4, independent writing and phonics assessments, with extra support required for the reading of instructions if appropriate.

From Year 3 through to Year 8, our assessment procedures allow us to monitor progress to ensure each child's individual requirements are catered for. As part of our assessment procedure EAL children complete the Oxford On Line Placement Test, standardised reading, spelling and vocabulary tests are administered as required, in order to establish a baseline and to measure progress. Learning styles are established to inform teaching and to help children understand how they learn best. EAL pupils complete the same assessments as their peers in subject areas including class based assessments and a range of standardised assessments (see schedule of assessment), including CAT4.

Test results are also used to inform planning and to help develop appropriate teaching programmes. Test scores are recorded on the Learning Support DIGIZONE to allow progress to be tracked.

Further diagnostic assessments for handwriting, pronunciation and for dyslexia screening can be administered as required.

Referrals for external advice

Should a pupil not make the expected levels of progress, a referral can be made to independent external agencies, e.g. Educational Psychologist, Occupational Therapist or Speech and Language therapist. There are additional charges made for these services.

Liaison with others

We work closely with parents and staff, to ensure the needs of the child are met in a consistent manner.

EAL List and Exam Access Arrangements List

The EAL list is a working document and is updated and reissued as required. The list is created and maintained by the Head of Learning Support /SENCo and is distributed to staff regularly. Pupils are added to the list if they meet the criteria for additional support in examinations, for example the use of a Scribe, Reader, Extra Time. Eligibility is based on Exam Access Arrangements conducted assessments done in-house and on recommendations from external specialists e.g. Educational Psychologists or Specialist teachers. Access arrangements can be put in place for exams but not for in class assessments. For those EAL children who have less than three years of English in their previous schools they are given extra time and are permitted to use a dictionary if this is their normal way of working for a straight translation of unknown words. However, this only applies in Maths and Science exams. Pupils are given support and practice during their lessons in the use of these arrangements.

Individual Pupil SEN/Learning support and EAL needs

Information relating to pupils' specific learning needs and their EAL needs is available to staff on Prep Pupil Learning Hub Tracker and on ISAMS.

Short term plans

These are stored on the Learning Support DIGIZONE each term for every EAL pupil. The plans include teaching aims and topics covered.

Reports

Progress reports are sent once a year to parents, in addition to multiple parent meeting opportunities throughout the year (which can be online or in person).

Pupil targets

These are discussed with the pupils, targets are reviewed at the end of each term and recorded in their exercise books.

Assessment scores

Results of any assessments undertaken in **EYFS or KS1** will be stored on the DIGIZONE. Class teachers will also keep a copy in their own files. The staff complete assessments as recommended by the Head of Learning Support/ SENCo (under guidance). The results should be stored on the Learning Support DIGIZONE for each pupil and kept up to date. The test papers should be retained in the pupil file if appropriate.

Regular assessments completed by all pupils, including EAL pupils, are stored on the Learning Hub Tracker.

Reporting EAL staff complete Assessments and Reports for pupils worked within EAL lessons. A hard copy of the reports are kept in the pupil EAL files

Meetings - Minutes need to be made following any significant meeting with a parent and any significant points stored on CPOMS. EAL staff are responsible for updating the planning document to reflect any further changes or recommendations. Following this, any specific advice for teaching staff needs to be emailed to alert staff to re-read and or announced in Briefing.

Staff responsible for the implementation of the above policy is Ms Bridgette Williams (EAL Teacher) in conjunction with Head of Learning Support /SENCo. (Mrs Christina Conner) and Mrs Jen Jones (EYFS/KS1 Co-ordinator)

Schedule of charges for EAL lessons, per term

Prep Level 1 1 weekly group lesson £265

Level 2 1 weekly individual lesson £390