

EAL POLICY



LOUGHBOROUGH
Amherst School

This policy applies to all School departments, including EYFS, and should be read in conjunction with the EAL admissions pathway document.

Approved By:	LAS Board
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Point of Contact (Reviewer):	Deputy Head Academic



Arrangements for EAL (English as an Additional Language) Provision

Loughborough Amherst School welcomes pupils from all social and ethnic backgrounds, including those with English as an additional language. We value diversity, and as our Mission Statement outlines, we respect everyone for who they are. As a school community, we encourage pupils with EAL to be proud of their home language, heritage and culture and we make efforts to embrace these, acknowledging that they are an inherent part of a child's identity.

Aims

1. To ensure as far as possible that language is not a hindrance to the development of each pupil's potential.
2. To offer support, encouragement and recognition at all stages of the language learning process.
3. To achieve effective yet sensitive integration into the school community.
4. To create an atmosphere of tolerance and understanding of cultural differences.
5. To encourage a sense of pride in each pupil's own culture and heritage.

Objectives

1. To assist pupils to meet the language matriculation requirements for British universities where appropriate.
2. To assist our EAL pupils to improve their spoken and written English in order to access their academic curriculum and in social contexts.
3. To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly and accurately.

Pupils who have English as an additional language will follow the admissions procedure and will be asked about their home language(s) and fluency in English. Their comprehension might be assessed as part of their interview and, if offered a place, they will have access to the same support as all other pupils. Once on roll, further English language assessments may be carried out to gauge their skills, and this evaluation will inform initial teaching and learning strategies and decisions.

Gaining fluency in English facilitates learning and supports pupil wellbeing. Members of staff working with EAL pupils are encouraged to employ strategies to support language acquisition when planning and delivering schemes of work. These strategies may include giving pupils lists of every-day vocabulary, pre-teaching key vocabulary for upcoming topics, and the use of visual prompts and adapted seating plans. Staff will be mindful of the holistic profile of a pupil when setting work and making assessments. Setting decisions will be made based on academic profile, and responsive to individual need. Many EAL pupils are academically able in profile, even if not fully fluent in English, and teachers will endeavour to make the curriculum as accessible and challenging as possible in order that every child can progress successfully.

At Loughborough Amherst School, we recognise that time spent among peers in school, in class or at social times, is invaluable in enabling EAL pupils to thrive. It is here where pupils are challenged to try and test new language, ask questions, communicate ideas and



express themselves. However, where it is judged necessary to meet the needs of the pupil, extra language support may be provided to support progress. This will be offered on a small group basis or individually in house. Wherever possible EAL support sessions will be timetabled so they do not impact on the main curriculum. In addition, we value the role of parents and carers and encourage parents of children who have English as an additional language to communicate the 'bigger picture', enabling us to form an idea of prior schooling and proficiency in their home language. This enables us to support each pupil in fulfilling their potential. As part of the Loughborough Schools Foundation, Loughborough Amherst School has access to a wide range of resources which can be used to further support pupils with EAL.