Document Control	
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Person Responsible:	Assistant Head – Inclusion and Enrichment

EAL Policy

Context
This policy was developed in consultation with parents/carers, staff and pupils and was drawn up having regard to the following legislation and guidance (in so far as they apply to the school): • Equality Act 2010
Headteacher: Sarah Raja
Governor with responsibility for Inclusion: Lucy Vroobel
Head of Inclusion: Rosie White (Assistant Head)
Head of Inclusion Qualifications: BEd (hons) QTS, MA Early Years Education, NASENCO, NOQH, Smember of SLT.
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This policy will be reviewed annually
Agreed by Governing Body: September 2026
Review date: September 2027

In line with our school motto, 'Hic Feliciter Laboramus' (Here we work happily), and also in accordance with the United Learning SEN and Inclusion Policy, at Rowan Preparatory School we work to support inclusion for all of our pupils.

The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Assistant Head – Inclusion and Enrichment. The Governing Body, the Headteacher and the Assistant Head, will work closely to ensure that this policy is working effectively. Rowan Preparatory School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the school office. It should be read in conjunction with our Teaching and Learning policy, Policy on the Teaching of Languages, Equal Opportunities Policy, Accessibility Plan (SENDA) and Admissions Policy.

Rationale

Rowan Preparatory School is enriched with a significant number of pupils and staff from a wide range of ethnic minority backgrounds. The United Learning Trust ('the Trust') is committed to ensuring that the necessary provision is made for every pupil within their schools' communities in line with this policy. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils, including those with English as an additional language.

High quality teaching which is differentiated to meet the needs of the majority of pupils is the first response to supporting pupils with EAL. Some pupils will need something ***additional to*** and ***different from*** that which is ordinarily available for the majority of pupils, this is EAL *provision* and the pupils in receipt of this provision will be included on the school's EAL Provision List. We aim to use our best endeavours to ensure that provision is made for those who need it.

The School will ensure that all staff are able to identify where a pupil may require additional support so that appropriate steps can be taken, with the aim of enabling them to partake in all activities in the School, in order to reach their full potential.

Teaching and supporting pupils with EAL is a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

A pupil is recorded as having English as an additional language if a pupil is exposed to a language at home that is known or believed to be other than English. It is not a measure of English proficiency.

EAL students include:

- International New Arrivals (INA) whose first language is not English including students who may be Asylum Seekers.
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also use another language at home.
- Pupils who were born in the UK, but for whom the home language is not English
- Advanced Bilingual Learners (ABL)
- Gifted and simultaneous ABL's (those learning 2+ languages from birth)

Rowan Preparatory School provides education and care for pupils of ages 2-11. At Rowan Preparatory School we are committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The EAL provision also enables pupils to acquire and develop four core English skills of reading, writing, listening and speaking.

Aims and Objectives

We aim to:

- To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding.
- To equip them for the next phase of their education, employment or training.
- To raise the aspirations and expectations of all pupils.
- Provide a broad balanced challenging and enriching educational experience for all pupils.
- Give all pupils the opportunity to overcome any barrier to learning.

Rowan Preparatory School implements a written Policy on EAL provision, which is supported by strategic short, medium and long term plans and goals. The Policy applies to all members of our school community, including those in our EYFS setting.

Context

Our EAL learners generally come from a large range of ethnic groups and from a range of backgrounds. Some of our EAL learners arrive in School having had little or no exposure to English culture. In terms of language levels, there are very few who arrive as complete beginners. Most are at least at an elementary level. Pupils' languages and language levels are assessed before they arrive and transition support is put in place. The majority arrive in our School with some prior experience of school and with literacy skills in their home language.

Aims and Objectives

- Welcome and value the cultural, linguistic and educational experiences that EAL learners bring to the School, whenever possible.
- To maintain pupils' self-esteem and confidence by actively acknowledging and giving status to their skills in their own languages.
- To deliver a broad, balanced curriculum which reflects the needs of all children including those for whom English is an additional language.
- To promote equality of opportunity for all learners for whom English is an additional language.
- Implement appropriate strategies and provision, to ensure that EAL pupils are supported in accessing the full curriculum.
- To ensure that all our EAL learners participate in school activities and gain access to appropriately planned and prepared mainstream lessons.
- To seek, and make use of, appropriate advice, guidance, support and training, ensuring that all teachers have the knowledge, skills and resources to be able to support EAL learners.
- Working in partnership with parents; encouraging them to be actively involved in their child's education, including improving their language skills.
- To reassure parents that maintaining and developing their home language will benefit their children and support the development of their skills in English.
- To assess and monitor progress of our EAL learners' acquisition of English.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.

- To encourage children to practise and extend their use of English.
- To meet our responsibilities to our EAL learners by ensuring they achieve their educational potential.

Within the classroom

At Rowan we 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 learners should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school structure, pastoral care and overall ethos aim to help EAL pupils integrate into the school whilst valuing diversity. Children that enter the school with little or no English will be given the opportunity to complete assessments and school work in their home language, a program of support for a transition of languages will be implemented when children are secure in their new setting.

- Classrooms are arranged to be socially and culturally inclusive.
- Teachers recognise the pupil's mother tongue, identify their strengths and boost the individual's self-esteem, enabling the pupil to value themselves as a bi-lingual learner.
- Teachers acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class
- We recognise that support may be necessary beyond the time a pupil appears orally fluent.

Identifying and supporting pupils with EAL

Rowan's curriculum, plans and schemes of work take proper account of the needs of all pupils, including EAL learners. Both our curriculum and our teaching practices ensure that we are effectively providing for subject matter appropriate for the level of language acquisition, so that all pupils can learn and make good progress.

Definition

We define a pupil as having English as an additional language if they are exposed to a language at home that is known or believed to be other than English. It is not a measure of English proficiency. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

They are an extremely diverse group which we categorise, according to the EAL Proficiency Assessment Framework for Schools, into 5 groups:

A – New to English/Beginning

B – Early Aquisition/Emerging

C – Developing Competence/Expanding

D - Competent/Diversifying

E - Fluent

The assessment descriptor scales cover the four strands of language knowledge and use: Listening, Speaking, Reading and Writing. Some children will be bilingual from birth, because their parents use two languages.

Procedures at Rowan

On registration, parents are asked to share their Nationality and their daughter's first and second language. This information feeds into the EAL Whole School Assessment document where form teachers are asked, biannually (October and April), to assess their pupils' level of proficiency in English. according to the five EAL descriptor scales above. Any pupils not identified through the registration process are also considered here and teachers are also able to raise EAL learner concerns in the bimonthly Record of Concern meeting, which is attended by phases teachers, teaching assistants and the Senior Leadership Team.

Where pupils fall into the categories A, B or C (where their proficiency is below competent), Pupils are added to the EAL Provision List. The Head of Inclusion and EAL teaching assistant then meet with the form teacher to discuss their individual needs and desired outcomes, strategies for support and resources needed to achieve these goals. This will be particularly dependent on the age of the child and whether English is spoken at home.

As with our procedures for Special Educational Needs and Disability, we follow a three-wave response system:

Wave 1: At Rowan we aim to provide a personalised curriculum and classroom staff make reasonable adjustments to meet the needs of every individual girl through High Quality Teaching. Differentiation, embedded in planning, practice and progress is monitored through observation in every lesson and through more formal assessments. Where EAL learners are identified at a level which is below competent, the Head of Inclusion meets with the form teacher and EAL Teaching Assistant, observations and assessments are carried and parents are consulted. If it is felt that pupils' needs can be met through High Quality Teaching, they are added to the Inclusion Overview document, with specific strategies for in-class support deployed to ensure progress.

Wave 2: Where pupils fall into the category 'New to English' or 'Early Aquisition' or where pupils have been supported at Wave 1 are not making sufficient progress, parents are further consulted and observations and assessments take place in order to provide a greater insight into the specific areas of English difficulty and a higher level of provision is provided. This may include a short-term intervention in a comprehension or reading group or a social group. Progress is formally monitored termly through school assessments and Attainment and Progress meetings and the impact of interventions are evaluated through check in and check out assessments.

Wave 3: Where there is a need for greater support, one-to-one support can be put into place. In discussion with parents an Individual Support Plan (ISP) is drawn up to detail desired outcomes, strategies and resources needed to achieve these. These are reviewed termly with parents to discuss progress against these aims and continuing support for the following term. When a child moves into Wave 3, further details are recorded on the Provision List. Pupils receiving support at this level are supported following an **Assess, Plan, Do and Review cycle**. Class teachers are responsible for meeting the child's needs on a daily basis, following the ISP and monitoring progress towards outcomes. Close

liaison is maintained between the inclusion team and classroom teachers, providing guidance and advice.

Placement Test
When a pupil has made sufficient progress that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring EAL Support at Wave 3 or wave 2 level. At this point through discussion and agreement with parents/carers, the pupil will be removed from the School's EAL Provision List.

Rowan EAL Provision

The provision offered to pupils requiring EAL Support will differ from pupil to pupil. A list of non-exhaustive examples include:

- Translated worksheets and assessment papers
- Pre-teaching
- Dictionaries
- Word Banks – topic specific
- Visual support – Widgit resources
- Audio books
- An individual support plan
- Evidence based interventions (Nessy, Regular Readers, Toe by Toe, Smart Spellers, Talk About, ELSA)
- Social support in and out of the classroom
- Additional support from another adult
- Different materials, resources and equipment
- Working with a small group
- Use of alternative technologies
- Peer-to-peer support
- Access to learning support room and ELSA provision

Monitoring and Evaluation of EAL

Regular monitoring of the quality of provision for all pupils, including those with EAL, follows the School's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that EAL pupils have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupils' needs.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the School endeavours to provide

parents/carers with the relevant information so they can reinforce learning in the home.

At Rowan we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams.

Roles and Responsibilities for EAL Learners

Governing Body

The Governing Body is responsible for determining school policy and provision for EAL Learners. The Governing Body will ensure that the School:

- Uses its best endeavours to make sure that EAL Learners get the support they need.
- Ensures that EAL Learners engage in the activities of the school alongside pupils who do not have English as an additional language.
- Designates a teacher to be responsible for co-ordinating EAL provision – the Head of Inclusion.
- Informs parents/carers when they are making additional provision for EAL Learners.
- Ensures that the School's educational provision (including in relation to admissions) prevents EAL Learners from being treated less favourably than others
- Has an Accessibility Plan showing how they plan to improve access progressively over time.

The Headteacher

Sarah Raja is the Headmistress and has responsibility for the day-to-day management of all aspects of the School's work, including provision for EAL Learners. The Headteacher will keep the Governing Body fully informed on EAL matters and the implementation of this policy in practice. The Headteacher will work closely with Rosie White, Assistant Head – Inclusion and Enrichment and the Governor with responsibility for Inclusion.

In collaboration with the Headmistress and governing body, the Head of Inclusion determines the strategic development of the EAL policy and provision with the ultimate aim of raising the achievement of EAL learners.

Head of Inclusion

Rosie White is Assistant Head – Inclusion and Enrichment and a member of the Senior Leadership Team (SLT) with responsibility for leading and developing the Inclusion Department including pupils with EAL. She is responsible for the day-to-day operation of the EAL policy and co-ordination of specific provision made to support EAL Learners. The Head of Inclusion works closely with staff, parents/carers and external agencies and provides relevant professional guidance to colleagues, with the aim of

securing high-quality teaching for pupils with EAL. Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the Head of Inclusion develops effective ways of overcoming barriers to learning.

The Head of Inclusion liaises and collaborates with teachers and teaching assistants so that learning for all children is given equal priority.

The principal responsibilities for the Head of Inclusion include:

- In collaboration with the school community, to write and implement the EAL policy and oversee the day-to-day operation with this department.
- Advising on the graduated approach to providing EAL support – Assess, Plan, Do, Review.
- Advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively.
- To collate data and monitor the progress of EAL learners.
- To provide support and advice to class teachers
- Co-ordinating provision for children with EAL.
  Monitoring relevant EAL CPD for all staff and ensuring all staff understand their responsibilities to children with EAL and the School's approach to identifying and meeting need.
- Managing the EAL teaching assistant.
- Overseeing the records of all EAL Learners and liaising with teachers so that teaching practices are appropriate.
- Updating the EAL Provision List.
- Liaising with parents/carers of EAL Learners.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for EAL Learners.
- Leading on the development of high quality EAL provision.
- Working with the Headteacher and the School governors to ensure that the School meets its responsibilities under the Equality Act (2010), including with regard to reasonable adjustments and access arrangements.

Head of Admissions

- To obtain, collate and distribute information on new pupils to relevant teachers through the MIS system., including:
  - Nationality
  - Language(s) spoken at home, including the first language if appropriate
  - Information on the proficiency of English
  - Details of levels of English and attainment in curriculum at previous school.

The EAL Teaching Assistant

The EAL Teaching Assistant is Clare Sheppard. She has specific responsibility for assessing and teaching individual girls for short term 1:1 support lessons and group interventions at Rowan Hill. She liaises and communicates with the Head of Inclusion around decision making and aspects of inclusive provision for these pupils.

The principal responsibilities of the EAL Teaching Assistant are:

- To work alongside the Head of Inclusion to implement the school's EAL policy.
- To build strong communication links between all members of staff encouraging sharing observations of pupils and concerns.
- Working in collaboration with teachers, create ISP targets and strategies and review and report pupil progress termly with families.
- Carry out assessments of pupils with EAL to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
- Work with classroom teachers, parents and relevant external agencies to develop, implement and monitor individual support plans.
- To collate EAL data to monitor the progress of individual EAL pupils as well as the effectiveness of interventions.

All Teaching and Non-Teaching Staff

- Providing opportunities to use language, wherever possible, in the learning environment.
- By planning differentiated work or scaffolding support for EAL Leaners.
- By setting appropriate expectations; encouraging pupils to contribute and extend their verbal responses as much as possible.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Teachers liaise with the Inclusion team about their EAL learners' progress at the end of each term where wave 3 families meet with school staff to review progress.
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL is passed on to all staff.
- Training in planning, teaching and assessing EAL learners is accessed.
- Challenging targets for pupils learning EAL are set and met.
- Are knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and pupil grouping. Monitoring progress
- Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.