



Exeter Pre-Prep School

English as an Additional Language (EAL) Policy

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This policy applies equally to all pupils across the school, including EYFS.

Introduction

This English as an Additional Language (EAL) Policy is concerned with bilingual learners who have a home language other than English and who attend Exeter Pre-Prep School.

Context

A small number of pupils at Exeter Pre-Prep School come from bilingual or multilingual backgrounds whose home language is not English. These EAL learners generally have well developed literacy skills in both their home language and English.

School objectives

All bilingual/multilingual EAL learners at Exeter Pre-Prep School are entitled to the full range of the school curriculum.

Exeter Pre-Prep School aims to achieve the following objectives for bilingual/multilingual EAL learners:

1. To ensure that EAL learners participate in all school activities appropriate to their age group.
2. To ensure that the curriculum needs of EAL learners are provided for through discussion with the Head of Early Years or Head of Key Stage 1.
3. To support EAL learners in their acquisition of English language skills across the curriculum.
4. To monitor the progress of EAL learners through the class teacher.
5. To support EAL learners through the learning support system if required.
6. To ensure that appropriate action is taken where required for EAL learners who are taking the Exeter School entrance assessments.
7. To encourage teaching staff, where appropriate, to develop resources and teaching materials to enhance the linguistic skills and conceptual understanding of EAL learners, for example by providing glossaries of technical terms being used in the subject, or by providing suitably differentiated learning activities.
8. Ensuring that every teacher is aware that they have responsibility for the language developed of an EAL learner.
9. To involve the SENDCo in the monitoring of EAL learners' progress and to provide assessments where required and individual learning plans where necessary.
10. To include bilingual/multilingual learners whose home language is not English on the Learning Support Register with an EAL flag.

Conclusion

Although the numbers of bilingual EAL learners at Exeter Pre-Prep School are low, it is acknowledged that the progress of bilingual EAL learners is significantly influenced by the school ethos and by teacher attitudes and expectations. Exeter Pre-Prep School welcomes bilingual EAL learners and through the mutual co-operation of the pupils, their teachers and their parents, aims to ensure that their education experience is positive and rewarding.