



THE
MARIST
SCHOOL
ASCOT

School DfE No: 868/6013

EAL (English as an Additional Language) Policy Pt 1, 3

Feet on the ground. Reaching for the stars.

EAL (English as an Additional Language)

Aims

The Marist is committed to making appropriate provision for the teaching and learning and the overall well-being/pastoral care of pupils for whom English is an Additional Language (EAL). The objective of the school's EAL Policy is to:

- Ensure that the aims of the school are secured for all students.
- Promote equality of opportunity for all learners for whom English is an additional language
- Deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- Ensure EAL pupils reach their full potential.

The term English as an Additional Language (EAL) is used when referring to students whose main language at home is a language other than English.

Procedures.

EAL Identification, Assessment and Review

- Students are assessed on entry. If there is an identified language need, they will be added to the EAL Register.
- Appropriate provision will be identified in liaison with the relevant head of department, Key Stage Lead and Deputy Head Academic
- Class and Subject Teachers will be made aware of EAL students so that work can be appropriately differentiated or reasonable adjustments made.
- Progress is monitored both informally and formally by the class/subject teachers, key Stage Lead and Deputy Head Academic.
- If required, appropriate Exam Access Arrangements (EAA) will be organised
- Lack of English does not equate to a lack of knowledge, skills or understanding. Having a home language other than English is not considered a learning difficulty, but the School recognises that a child who has EAL may also have Special Educational Needs and Disability (SEND) needs or may also be Most Able, Gifted and Talented. In each case appropriate provision will be identified in liaison with the relevant Co-ordinators
- Additional support will be arranged and provided where necessary. If accelerated progress is required, then this may be at additional cost to the parents.

Curriculum and Integration

- The school has a responsibility to ensure that all students have access to a broad and balanced curriculum and are integrated into all aspects of school life.
- All teachers participate in the teaching of English as well as in the teaching of their own subject area. They also have a responsibility to provide effective learning opportunities for all students. Teachers will therefore respond to individual pupil's needs by overcoming potential barriers to learning via differentiation and reasonable adjustments.

The Deputy Head Academic is responsible for monitoring the accessibility of the curriculum, support provided to pupils and staff and the integration of EAL pupils.