

## English as an additional Language Policy (EAL)

Burlington House School” refers to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form

Refer to Admissions policy

### Rationale

Burlington House School provides an education for children with dyslexia or other comorbid Specific Learning Difficulties giving them the opportunity to access an academic education. Although we have a mainstream structure we are specialist in nature providing an education for children who have struggled in traditional learning environments.

Due to our specialism of tackling children’s reading, writing and understanding of English it is necessary for our children to be able to access English as their first language and as a result we are unable to accept pupils whose needs are based around English as an Additional Language.

We do have pupils who speak additional languages at home and go on to achieve qualifications in other languages, but our remit remains to support dyslexic pupils in their access to, understanding and decoding of English.

If we were to accept EAL children then our commitments as a school would be to:

- Ensure all teaching staff are informed when a pupil on the EAL register is in one of their classes

- Recognise the importance of the role of parents and the need to communicate with them about their child's progress specifically in language learning
- Provide appropriate cultural resources where possible celebrating language and cultural differences
- Ensure that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Differentiate in the planning of lessons
- Make staff aware that although pupils become conversationally fluent in two years it may take several more years for them to become fluent writers.
- Provide additional learning support for EAL outside of normal lesson times where assessment has demonstrated that this is necessary
- Provide access to statutory assessments making full use of special/access arrangements where appropriate
- Provide appropriate funding for resources and training of staff
- Attend to the overall welfare and well-being of pupils on the EAL register and liaise with the School's pastoral staff in the event of concerns arising.

#### **Principles of effective EAL provision:**

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- Simplified language to allow EAL pupils access to the curriculum should not equate to simplified lesson content and tasks should challenge pupils appropriately
- Teachers have a crucial role in modelling uses of language
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning
- All pupils have entitlement to the full curriculum
- A distinction is made between EAL and Special Educational Needs
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL
- All languages, dialects, accents and cultures are equally valued