

English as an Additional Language Policy (EAL)

Responsible person: Nuala Dalton

Review Cycle: Annual

Last review date: September 2023

New review date: September 2024

Linked policy: Admissions policy

In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

Burlington House School is owned and operated by **Cavendish Education**.

General Introduction:

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that 'all children can achieve'.

While this current policy document may be referred to elsewhere in Burlington House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the [Education Act 1996](#), which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility September 2018](#) considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BrightSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Burlington House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

1. 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.
-

2. 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