



MANCHESTER  
MUSLIM  
PREPARATORY  
SCHOOL

FAITH • LEARNING • LIFE

# English as Additional Language Policy

## Document Control

<b>This policy has been approved for operation within</b>	Manchester Muslim Preparatory School
<b>Date of last review</b>	September 2025
<b>Date of next review</b>	September 2026
<b>Review period</b>	Yearly
<b>Owner</b>	MMPS

## **1 Introduction**

This policy states the school's approach towards identification of and meeting the needs of children who have English as an additional language. This policy applies to all children from our Early Years provision to Y6.

## **2 Definition**

EAL is defined as: 'a child whose first language is not English' encompassing children who are 'fully bilingual and all those at different stages of learning English.'

EAL children may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English-speaking school
- Born abroad, but moved to the UK at some point before starting school
- Born in the UK, but in a family where the main language is not English
- Seeking Asylum or have refugee status

## **3 Context**

At MMPS we recognise and value our pupil's home language, background, and the valuable contribution that pupils who speak English as an additional language bring to our school. Within the family homes various languages are spoken (not including dialects).

We recognise bilingualism as a strength, and we respond positively to a pupil's ability to speak other languages by building on the pupil's knowledge of other cultures and languages. We believe that cultural and linguistic diversity is a rich resource for the whole school. We take a whole school approach, through our ethos, curriculum and promoting language awareness across our school. We aim to meet the full range of needs for those children who are learning English as an additional language, in line with the requirements of the 1976 Race Relations Act.

## **4 We believe that**

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum.
- The school environment promotes language development through the rich use of language, IT and visual prompts.
- EAL learners make the best progress within a whole school context, where children are educated with their peers.
- The school structure, pastoral care and overall ethos help EAL children integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life-enriching asset.
- We must maximise opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.

## **4 Identification and Assessment**

MMPS is an independent, selective school and potential pupils must sit an entrance exam to obtain a place at MMPS. We therefore do not have any pupils at who are new to English or at the early acquisition stage in KS1 and KS2. Pupils new to English or at the early acquisition stage may be admitted to Nursery based on an informal assessment to identify their needs and ascertain whether MMPS can make appropriate provision for the pupil.

If a place is allocated to a child, we will assess children's use of language through:

- Information from the application form;
- Information from parents/carers
- Information from initial assessments and observations
- Information from the previous school.

Pupils' competence in English is categorised on a five point scale using the Department for Education's EAL classification codes:

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

## **6 Provision**

Most of our pupils are EAL learners and speak an additional language. This is therefore integrated into teaching and catered for by teachers in all lessons; there is awareness that some pupils may be unfamiliar with certain phrases, vocabulary which is catered for by teachers; lessons are prepared accordingly and additional, in class support / differentiation and resources prepared to enable all pupils to access the curriculum and make progress in their learning.

### **Responsibilities:**

- Teachers have responsibility for ensuring that all children can participate in lessons and differentiate accordingly.
- It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential.
- The EAL Coordinator is responsible for coordinating, monitoring and maintaining an overview of this aspect of our school's work, liaising with the teaching staff to identify and support pupils learning.
- Class teachers, the EAL- and Assessment Coordinator monitor the progress of pupils learning EAL in all aspects of Literacy including speaking and listening, reading and writing, as well as Mathematics.

**All staff:**

Will develop pupils spoken and written English by:

- Planning and delivering lessons that address the specific needs of EAL pupils/ bilingual pupils in their classes.
- Ensuring that vocabulary work covers the technical language of problem solving as well as the meaning of everyday words.
- Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects.
- Ensuring that there are many opportunities for talking and collaborative work to support writing.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Teachers consider how best to support the learning needs of a bilingual learner including various learning styles:

- Effective teaching strategies
- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified.
- Enhanced opportunities are provided for speaking and listening and use made of drama techniques and role play as appropriate.
- Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration and use of gestures.
- Additional verbal support is provided e.g. repetition, modeling, peer support.
- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is provided for language and learning e.g. talk frames, writing frames.
- Using accessible texts and materials that support pupil's language/cultural needs e.g. bilingual books/ artifacts.
- Using accessible texts and materials that suit both children's ages and levels of learning.
- Ensuring that pupils are engaged through visual and interactive teaching.
- Use of learning wall to support learning of key vocabulary and key concepts.
- Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, peer support, differentiated activities, key word lists.

**Curriculum Access:**

All children in our school follow the curricular requirements of the Foundation stage and National Curriculum.

- Children with English as an additional language do not produce separate work but may have extra support linked to their class work from a Teaching Assistant where targeted support is required.
- The progress of these groups will be regularly assessed and the results and any concerns shared with the class teachers, SENCO and Assessment Lead.
- The English Leads work together to ensure that good practice is maintained across the school regarding EAL teaching and learning.

### **The Early Years Foundation Stage:**

The EYFS teachers follow the approach above and in addition they help EAL children to reach a good standard in English language by:

- Building on children's experiences of language so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing class support, where possible, to extend vocabulary.
- EYFS and KS1 staff members are bilingual and speak most of the community languages, i.e. Urdu, Arabic, Bengali and where a pupil is at category A they will be allocated a Key Worker who speaks the same language or can have access to a bilingual speaker from KS1.

### **7 Monitoring and Recording**

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of all pupils, including EAL children, in their class whilst they are in their care. The EAL Coordinator collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages).

### **8 Special Educational Needs and Differentiation**

Some EAL children may have a special educational need and in such cases children will have equal access to school SEND provision, in addition to EAL support. EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

### **LINKS WITH OTHER POLICIES**

This policy links closely with the following policies:

- Special Educational Needs Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy