



## **English as an Additional Language (EAL) Policy**

The majority of pupils at the BST speak languages other than English as their first language. Most students attend the school from the age of 2 and are immersed in the English curriculum from a very early age. However, there are times when a non- English-speaking pupil may wish to join the school at a later stage.

### **Pupils applying for a place in Primary**

If the pupil has no English, the Head of Primary prepares a special program of English for him/her to follow but he/she is also immersed in normal class lessons so that they are exposed to English at all times.

At times, if there is a very small number of SEND students (less than 5) taken out of class, the pupil with no English or low level of English will be incorporated into the group for extra support in language. However, we must not see this pupil as having SEND, as the lack of English language is not a learning difficulty.

If a pupil joins in Key Stage 2, the parents will be advised that they will benefit from help with English outside school.

To aid the transition pupils will have a “partner” to help them understand in lessons for as long as is deemed necessary. This partner will be changed each week. In addition, they will have a “reading partner” to read with each day to help develop their English. This partner will also change each week.

### **Pupils applying for a place in Secondary**

To join the BST Secondary School, Spanish nationals must have a good level of spoken and written English on admittance. If they do not, then parents are advised that their needs might be better catered for in a Spanish school.

Both non-Spanish nationals who move to Tenerife and speak neither Spanish nor English, and Spanish national are admitted to the school on the understanding that parents will employ a tutor outside school to give intensive language classes to the pupil.

Parents are advised that frequently students joining the school may lose one year's education while acquiring the level of English necessary to access the full curriculum.

All teachers must ensure that

- pupils joining the school with a low level of English can access the curriculum as much as possible through differentiated work
- these pupils are allowed additional time to complete their work
- colleagues and Heads of Dept and parents are kept up-to-date with the pupil's progress

To be reviewed January 2020