



English as an Additional Language (EAL) Policy

Review cycle: Annual

Last Review Date: Sept 2023

Next Review Date: Sept 2024

Staff responsible: Natalie Fox

Committee responsible: Academic Committee

(This policy applies to the whole School including EYFS)
(Willington School reserves the right to update all policies on a regular basis)



Introduction

English as an Additional Language (EAL) refers to learners who have a home language (the first language spoken at home) other than English and who are in the process of learning to use English as an additional language for educational purposes. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and recognising the skills of EAL pupils and helping them to achieve their potential.

Willington School recognises that a child who has EAL may also have Special Educational Needs and Disabilities (SEND)

Willington School aims to raise the achievement of all of our children, and is committed to ensuring that pupils who have English as an additional language will:

- use English confidently and competently
- use English as a means of learning across the curriculum
- build on knowledge that they already have of other languages and cultures
- be able to access external assessments (i. e. 11+ Examinations)

Our aims will be achieved through:

- Developing the individual abilities of each child in a secure, caring and friendly environment where they are happy and motivated to learn and to appreciate the benefits of healthy living and physical fitness.
- Encouraging participation, enjoyment and success in all areas of the school's curriculum to create a well-rounded, confident child who shows respect, tolerance and compassion towards people and the environment.
- Welcoming and valuing the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- Making integration into the new environment as smooth and positive as possible.
- Providing a language rich environment and learning opportunities to meet the needs of the individual within the classroom and if required, offer additional support.
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition.
- Helping EAL children to become confident and fluent in speaking and listening, reading and writing in English so that the pupil quickly gains access to the curriculum in order to be able to fulfil their academic potential.
- Monitoring the development of language, and extending or altering the help given as appropriate.
- Creating a strong partnership between parents, children and staff to foster social awareness and to allow all members of the school community to feel valued and appreciated.



Admissions

Before children join Willington School, the parents are required to submit registration forms indicating whether there is an additional language spoken at home.

Please refer to the admissions policy for full details of admissions and the assessment process.

EAL children have the same admissions procedure as other applicants. The level of English attainment is taken into consideration and the use of a bi-lingual dictionary is allowed.

The information from the admissions process is passed on to staff who ensure that the child has an understanding of their surroundings and introduce the use of English. Various strategies are discussed with the parents and implemented in the department and class. If needed, signs and visual aids are used, demonstrating to children the word and the meaning.

Staff use facial expression, eye contact and body language to give as much information as possible. All classes have signs and symbols displayed in classrooms and communal areas. Equipment, resources and display boards are labelled clearly for both children and parents to read. Parents are asked for everyday words that they use at home, which can then be used in class.

Parents are regularly informed of progress or key words which have been used in class that week.

EAL in the Early Years Foundation Stage (EYFS)

The EYFS team are aware of those children for whom English is not their home language. Reasonable steps are taken to provide children with opportunities to develop and use their home language in play and learning, supporting their language development at home. Staff in the EYFS provide opportunities for children to learn and reach a good standard of English, ensuring they are ready to benefit from opportunities available to them when they begin Year One. The assessment process for communication, language and literacy skills is carried out in English. If a child with EAL does not have a strong grasp of the English language, the EYFS team will work with parents to explore the child's skills in their home language, establishing whether there is any cause for concern about language delay.

Support

We believe that treating each child as an individual is the key to ensuring that progress in language skills is achieved at an appropriate rate. Children learn most effectively from total immersion within the classroom. The factors that determine need will include the 'level of English', the age of the child (often younger children are able to learn very naturally from their peers), the personality, individual learning style and the demands of the curriculum at the level of entry.



During admission assessments, the Head of Prep and Pre-Prep, in liaison with class teachers, will make an assessment of the child's needs, making necessary recommendations for provision. Progress and any change to this requirement will be regularly monitored.

Children may be invited to join an EAL Intervention group run by a Teaching Assistant onsite. These sessions cover the four elements of language – speaking, listening, reading and writing.

Within the classroom, the emphasis is on building confidence and learning through fun activities. Vocabulary is a priority whilst grammar is introduced gradually. Initially, the aim is to focus on the day to day language of life. Written and spoken exercises are an important part of all lessons, along with games and computer programmes, to extend skills and to motivate. As the child progresses, the balance of vocabulary and grammar will alter and the focus will move to more complex areas of language. Teachers will offer children with EAL every encouragement to participate in lessons as fully as possible. Differentiated exercises will be provided as appropriate and, because class sizes are small, teachers can offer some individual help.

Access Arrangements

Children with EAL may also benefit from support with the demands of internal examinations. Where appropriate they may be offered help with reading assessment papers and in some circumstances it may be considered appropriate to offer a scribe.

Of course, many of the most valuable lessons in language will take place in the playground. Children communicate quite naturally, despite the barriers of conventional language and through games and growing friendships our EAL children quickly establish themselves within the school community and assimilate the language around them.

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