



Children with English as an Additional Language Policy

Policy Title:	Children with English as an Additional Language Policy
Last Review:	July 2026
Next Review:	August 2027
Responsibility:	Deputy Head, Headmaster
Other relevant policies:	Safeguarding Child Protection Policy Equal Opportunities Policy Curriculum Policy Marking, Assessment and Feedback Policy Teaching and Learning Policy Special Educational Needs Policy

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. Whilst most pupils at West House School do not fall into this category, there are an increasing number of pupils for whom this may be an issue. Many of the pupils identified are not at risk of underachievement, but their progress is monitored regularly as outlined in the Marking, Assessment and Feedback Policy. There is, however, a small number who have been identified as needing EAL support. This policy outlines the school's aims, objectives and strategies regarding the needs and skills of EAL pupils.

This policy follows the EYFS General Welfare Requirement of Safeguarding and promoting the welfare of children. Providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning disabilities, gender or ability. (Statutory Framework for the Early Years Foundation Stage p.7)

EYFS principle: Unique Child – Inclusion & Well-being

Outcome: Enjoying and Achieving

This policy has been constructed mindful of the rationale offered in the DFES *Every Child Matters: Change for Children*, 2003. This agenda directs schools to 'protect children and maximise their potential'.

- being healthy: enjoying good physical and mental health and living a healthy lifestyle;
- staying safe: being protected from harm and neglect;
- enjoying and achieving: getting the most out of life and developing skills for adulthood;
- making a positive contribution: being involved with the community and society and not engaging in antisocial or offending behaviour;
- economic well-being: not being prevented by economic disadvantage from achieving their full potential in life.

Aims:

We aim to ensure 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.

Our aims will be achieved by:

- Providing a welcoming ethos in School and a safe classroom environment;
- Recognising the importance of the role of parents and the need to communicate with parents in their mother tongue where appropriate and possible;
- Valuing the first language by providing a range of notices, posters, labels and dual language texts in the first language where appropriate;
- Providing appropriate cultural resources where possible and celebrating language and cultural differences;

- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition;
- Differentiation in the planning of lessons;
- Staff being aware:
 - that although pupils become conversationally fluent in two years it may take several more years for them to become fluent writers;
 - that EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers;
 - Monitoring progress of EAL pupils in a structured system in conjunction with the SENCO and Form Teachers;
 - Providing additional learning support for EAL outside of normal lesson times where appropriate;
 - Providing appropriate funding for resources and training of staff.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupil's progress systematically and use data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies

School/Class Ethos

- Recognise the child's first language; boost the child's self-esteem. Remember they have the potential to become a bi-lingual adult.
- Ensure classrooms provide an inclusive atmosphere, both socially and intellectually, where culture and difference are valued and individual identities fostered.
- Identify the pupil's strengths.
- Acknowledge the time it takes to become fluent in an additional language, with good command of the range of language needed for academic success.

Teaching and Learning

- Assess the pupil's competence in English in relation to the school's and national standards.
- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one word answers.
- Monitor progress carefully and ensure EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their first language to explore concepts.
- Give young children time to absorb English.
- Group children to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.

Responsibilities

Admissions Secretary and Headmaster

To obtain, collate and distribute to appropriate members of staff information on new pupils with EAL. This should include:

- Language(s) spoken at home.
- Information on the level of English used/studied.
- Details of curriculum from previous school.

SENCO

To ensure that:

- All involved in teaching EAL learners liaise regularly.
- Relevant information on pupils with EAL reaches all staff.

- To ensure that the pupil is integrated into the normal school timetable as much as possible. It may be necessary to consider additional help regarding foreign languages, and if appropriate to remove the pupil from these lessons and provide an appropriate alternative.

Head of English

- Oversee initial assessment of pupil's standards of English.
- Monitor standards of teaching and learning of pupils with EAL.
- Report to the Assessment Coordinator of the above and the progress of the pupils.

SEN Department

- Complete an initial assessment of the pupil's standards of English during a trial day.
- Give guidance and support in using the assessment to set targets and plan appropriate work.
- Draw up an action plan of support required by the pupils with EAL.
- Provide additional support to the pupils with EAL.

Class / Subject teachers

- Be knowledgeable about each pupil's abilities and needs in English and other subjects.
- Use the knowledge effectively in curriculum planning, classroom teaching and pupils grouping.