



English as an Additional Language (EAL) Policy

This policy will be reviewed annually
Policy reviewed: May 2019 by EG & SMT
Next review: May 2020 by EG & SMT

This policy should be read in conjunction with the School's Admission Policy, the Learning Enrichment Policy, the Able, Gifted & Talented Policy and the School's Privacy Policy.

Introduction

This policy sets out Wimbledon Common Preparatory School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards. This policy is applicable to all pupils, including those in the Early Years foundation Stage (EYFS).

The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English.

Aims

Our aim is for each individual in the school community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, age or ability, to reach their full potential in an inclusive environment where happiness and security are a priority. In order to achieve this, we strive to:

- give all pupils the opportunity to overcome any barriers to learning and assessment;
- welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School;
- implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum;

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- help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfill their academic potential;
- identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English;
- where appropriate, make use of their own knowledge of other languages;
- encourage and enable parental support in improving children's attainment.
- assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School;
- equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
- monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
- maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages;

Provision

Pupils with EAL, who require some additional support, will be recommended to attend:

- the EAL group in their year group
- LE support lessons
- a combination of EAL group work and LE support lessons

Monitoring and Review

- Individual tests, class tests, class work in all subjects and reading records.
- Through discussions, which can take place in staff meetings, arranged meetings and informal discussions in the staff room.
- Through informal and frequent liaison between the SENCO, Teachers, Teaching Assistants and Parents.

EAL Register

A register is kept of pupils who have English as an additional language; this is accessible to all staff in the Staff shared area, under Policies, Academic Year 2018-2019

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Parents/Carers and the wider community

We provide a welcoming admission process for the induction, assessment and support of new pupils and their families. We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English.