English as an Additional Language (EAL) Policy

June 2024

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This policy will be reviewed annually
Policy reviewed: June 2024 by SENDCo & Head Teacher
Next review: June 2025 by SENDCo & Head Teacher

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 everyone 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.
- 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 practice, 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

Strategies in the Classroom

Pupils will be supported through a teaching assistant in the classroom working, with individuals or small groups, as appropriate. Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support may take place for a set period of time to address specific language or learning focus.

Staff should use some of the following support strategies to ensure full curriculum access:

- Use <u>visual aids</u> (pictures, video clips, diagrams) to help explain vocabulary and concepts
- Provide a range of enhanced opportunities for children to engage in speaking and listening activities in English with peers and adults
- Ensure there is plenty of talk before and during reading/writing activities/topics – pre-learning tasks will be sent home if required.
- Provide opportunities for drama and role play
- Provide sentences starters as a model for spoken language
- Provide writing frames as a model for written language
- Communicate the curriculum to the parents so that they can help to do some pre-learning with their child (eg sending home a book/resources that are going to be used in class)
- Send home a list of key words for each topic so that the parent can translate the vocabulary for their child
- Differentiate texts so that they are accessible to suit levels of learning
- Use computers, dictionaries, translators, readers and scribes if required

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 SENDCo, 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 Learning Enrichment. The EAL register is updated regularly using the BELL assessment framework. See Appendix 1.

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.

Appendix 1:

BELL ASSESSMENT FRAMEWORK

SPEAKING:

CODE	Band A	Band B	Band C	Band D	Band E
	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English

LISTENING:

CODE	Band A	Band B	Band C	Band D	Band E
	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to respond verbally in interactions with others	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing little or no disadvantage to English-speaking peers

READING

CODE	Band A	Band B	Band C	Band D	Band E
	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas

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WRITING

CODE	Band A	Band B	Band C	Band D	Band E
	Showing attempts at writing in English	Demonstrating basic skills of spelling and sentence construction	Demonstrating competence in independent use of vocabulary and construction of simple sentences	Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency	Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level