English as an Additional Language (EAL) Policy

June 2024

English as an Additional Language (EAL) Policy

This policy will be reviewed annually
Policy reviewed: September 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 concerned with bilingual learners who have a home language (the first language spoken at home) other than English who are in the process of learning to use English as an additional language for educational purposes. This policy is applicable to all pupils, including those in the Early Years Foundation Stage (EYFS).

The term EAL (English as an Additional Language) is a broad term. The Government's definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community. It is used at WCPS to refer to pupils who are already using English but who come from families who have a first language other than English and who speak this language at home to a lesser or greater degree.

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. A number of pupils at WCPS do not use English as their first language and have particular learning and assessment requirements which are linked to their progress in learning English as an additional language. The school is committed to making appropriate provision for the learning and teaching of such pupils, identifying their needs and ensuring equality of access to the curriculum.

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.

Aims will be achieved by:
- Maintaining a yearly EAL pupil register.
- Providing appropriate guidance to teachers in their teaching of pupils with EAL.
- Providing additional learning support outside of lesson times on a 1:1 basis when appropriate.
- Monitoring the progress of EAL pupils' acquisition of English on a ½ termly basis.
- Disseminating information on pupils with EAL to relevant parties, (class teachers, subject teachers, Learning Enrichment Department, Heads of Years and parents/carers).

Provision

Pupils with EAL will be identified using the following:
- Personal information provided by parents – parents/guardians are asked to identify the pupil's home language on the application form.

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

Once identified, pupils will be entered on the **EAL register** for staff reference.

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.

Referral and Assessment

As all pupils at WCPS have satisfied the school's selection procedures; pupils with EAL have already demonstrated a high level of proficiency in the English language. Some pupils with EAL, however, might require further assessment to identify the nature and extent of their need. This information will be used to provide the most appropriate provision for pupils who need additional support.

Referral for further assessment may be prompted by:

- Teacher's comments and observations provided by the Learning Enrichment Department, Head of Year, subject teachers or class teachers.
- Input from pupils and from parents/guardians.
- Nursery or school reports.

Assessment of Level of Competence

Assessment tools may include:

- Work sampling
- Formal assessment results in reading, writing, speaking and listening
- Standard whole-school baseline testing

As a result of information gathered:

- Pupils will be assigned levels of competence using the **Bell Foundation EAL Assessment Framework for Schools (see appendix 1)**.

| A | B | C | D | E |
| New to English | Early Acquisition | Development Competence | Competent | Fluent |

- The information will be used to assess the most appropriate provision for each individual pupil.

The school recognises that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision, in addition to EAL support.

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

Strategies in the Playground

Pupils will be supported in the playground to ensure that they are able to make and sustain friendships with their peers during unstructured playtimes. This will ensure social inclusion, which is particularly important to ensure that pupils' well-being is supported.

Staff should use some of the following strategies to ensure pupils who have English as an additional language are supported during unstructured playtimes:

- Pupils are encouraged to work and play and show respect to others regardless of their age, ability, race or background
- Staff are aware of the ethnic diversity, different religions and home languages of children

- Staff to teach the pupils to use the friendship bench if they need help in finding friends to play with during playtimes.
- Staff to monitor the friendship bench so that they can be aware of any children needing support
- Children are encouraged to join up with peers who may speak the same home language so that they form multi-lingual friendship groups.
- Pupils are encouraged to work and play and show respect to others regardless of their age, ability, race or background.
- Staff are aware of the ethnic diversity, different religions and home languages of children.

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.

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

:

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