English as an Additional Language Policy

This policy applies to the whole school, including the EYFS

Warlingham Park School

September 2024

Contents

1   **Aims**

1.1   This is the English as an additional language (**EAL**) policy of Warlingham Park School.

1.2   The aims of this policy are as follows:

1.2.1   to implement school-wide strategies to ensure that EAL pupils have the opportunity to learn and make progress;

1.2.2   to help EAL pupils to become confident and fluent in English in order to be able to fulfil their potential;

1.2.3   to equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;

1.2.4   to monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;

1.2.5   to maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

2   **Scope and application**

2.1   This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

3   **Regulatory framework**

3.1   This policy has been prepared to meet the School's responsibilities under:

3.1.1   Education (Independent School Standards) Regulations 2014;

3.1.2   *Statutory framework for the Early Years Foundation Stage* (DfE, December 2023);

3.1.3   Education and Skills Act 2008;

3.1.4   Childcare Act 2006;

3.1.5   Data Protection Act 2018 and General Data Protection Regulation (GDPR);

3.1.6   Equality Act 2010.

3.2   This policy has regard to the following guidance and advice:

3.2.1   The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014); and

3.2.2   What equality law means for you as an education provider: schools (Equality and Human Rights Commission, 2014).

3.3   The following School policies, procedures and resource materials are relevant to this policy:

3.3.1   policy on special educational needs;

3.3.2   equal opportunities policy;

3.3.3   admissions policy.

4   **Publication and availability**

4.1   This policy is published on the School website.

4.2   This policy is available in hard copy on request.

4.3   A copy of the policy is available for inspection from the School Office during the School day.

4.4   This policy can be made available in large print or other accessible format if required.

5   **Definitions**

5.1   Where the following words or phrases are used in this policy:

5.1.1   references to **English as an Additional Language** (**EAL**) are used when referring to:

(a) pupils whose main language at home is a language other than English; or

(b) pupils for whom English is not their mother-tongue and are competent (age-appropriate) at speaking at least one other language.

6   **Responsibility statement and allocation of tasks**

6.1   The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2   To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Jane O'Neil (SENCo and Head of Learning Support)	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Jane O'Neil	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Jane O'Neil	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Jane O'Neil	As required, and at least bi-annually
Formal annual review	Proprietor	As required, and at least once every two years

7   **Strategies**

Children will be assessed on entry to the school using the 5 Stage Model for Language Acquisition. The levels of their spoken, reading and written language will all be considered. A programme will then be devised for them as appropriate by the EAL co-ordinator (currently the Headteacher) and the class teacher.

The 5 Stage Model for Language Acquisition:

A.   New to English
A child may:
- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

B. Early Acquisition
A child may:
- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

C. Developing Competence
A child may:
- Be developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

D. Competent
A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

E. Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

7.1 Where pupils are assessed as needing separate EAL teaching, parents will be advised that this is the case. The School reserves the right to charge for additional tuition.

7.2 The School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.

7.3 Pupils who receive assistance with EAL will be fully integrated into School life and will be provided with appropriate support as required:

7.3.1 Within core subjects, TAs may work with pupils who have EAL. TAs may also work individually with a pupil who has EAL to support the pupil to access the whole-class teaching. TAs will be guided in this by the class teacher and SENCO.

7.3.2 Class teachers will differentiate the work for pupils with EAL, to ensure that they are able to access as much of the curriculum as possible. The School's SENCO advises teachers how best this can be done for pupils with EAL with regard to their individual competence and language skills.

7.3.3 The School will seek to provide support to pupils from others from the same language grouping, where possible.

7.3.4 Teachers take action to help children who are learning English as an additional language develop their spoken and written English by various means:
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- displaying key vocabulary;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials (online and hard copy books) that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

We ensure access to the curriculum and to assessment by:
- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;
- setting targets in literacy

7.4 The School will ensure that:

7.4.1   all involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff;

7.4.2   training in planning, teaching and assessing EAL pupils is available to staff;

7.4.3   the effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;

7.4.4   any bullying of which the School becomes aware will be dealt with in accordance with the School's anti-bullying policy.

7.5   All teaching staff can assist in the following ways:

7.5.1   be knowledgeable about pupils' abilities and needs in English and other subjects;

7.5.2   ensure the pupil's name is pronounced correctly and that he / she is included as much as possible;

7.5.3   use this knowledge effectively in curriculum planning, classroom teaching and grouping.

7.6   All children follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

7.7   All staff are expected to:
- Promote a learning environment where pupils feel secure enough to use their newly acquired language skills.
- Acknowledge the importance of a child's home language(s) and cultural background.
- Encourage and support the involvement of parents/carers in their children's education.
- Create a learning environment which promotes respect, co-operation and mutual support beneficial to all individuals and to not tolerate racist or biased attitudes and behaviour.
- Ensure pupils feel safe and at ease in the playground through the use of playground buddies.
- Value the contribution made by all pupils.
- Use teaching methods and styles that take account of the needs of EAL pupils from different ethnic groups.
- Ensure planning identifies the language demands of the National Curriculum and provides differentiated learning opportunities matched to EAL pupil's needs.
- Encourage and give opportunities to use formal written and spoken English as well as developing colloquial English.
- Use texts to help develop the structure of English and to provide opportunities for discussion.
- Provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning.
- Ensure groupings for EAL pupils provide opportunities to hear and participate with fluent and high achieving English speakers.
- Have high expectations of pupils but be sympathetic to emotional difficulties pupils may be experiencing
- Provide opportunities for speaking and listening for a range of purposes and audiences across the curriculum.

- Maximise opportunities to develop social and personal confidence. Use ICT to aid an EAL pupil's development and achievement.

7.8   Any concerns about the well-being of a pupil with EAL should be referred to the Designated Safeguarding Lead.

8   Special educational needs and learning difficulties

8.1   If the School has reason to suspect that a pupil with EAL may also have special educational needs or a learning difficulty, the School will take action as referred to in its policy on special educational needs.

8.2   A pupil will not be regarded as having a learning difficulty solely because the language or form of language in which he / she is or will be taught is different from a language or form of language which is or has been spoken at home.

9   Training

9.1   The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

9.2   The level and frequency of training depends on the role of the individual member of staff.

9.3   The School maintains written records of all staff training.

10   Risk assessment

10.1   Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

10.2   The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

10.3   The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

10.4   Day to day responsibility to carry out risk assessments under this policy will be delegated to The Health and Safety Officer and SENCO who have been properly trained in, and tasked with, carrying out the particular assessment.

11   Record keeping

11.1   All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

11.2   The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection policy

12   Version control

Date of adoption of this policy	September 2018
Date of last review of this policy	September 2024
Date for next review of this policy	September 2026
Policy owner (SMT)	Annie Ingrassia (Head)
Policy owner (Proprietor)	ILG