



The White House Preparatory School and Woodentops Day Nursery

ENGLISH as an ADDITIONAL LANGUAGE POLICY

The White House Prep School and Woodentops Day Nursery is a school where approximately 10% of the pupils are pupils with English as an additional language and 20% of pupils come from homes where other additional languages are spoken. The term EAL means 'English as an additional language' and includes those children for whom English is not the first language spoken at home and children who are bilingual.

This policy should be read alongside the Five Stages of Language Acquisition and the Bell Foundation Assessment Framework.

Aims

- To create a welcoming and supportive environment which will encourage EAL pupils to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils.
- To develop the oral and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.

EAL pupils are entitled to the full curriculum. We value and respect the cultural identities and experiences of all pupils and these are celebrated through both class-based and school wide activities. We recognise the use and development of each child's home language is an essential part of the child's linguistic development. We support cultural and linguistic diversity through our displays using a variety of resources, such as artefacts, books, posters, maps, tapes and musical instruments. Children's religious and cultural beliefs and backgrounds are celebrated and valued through class and school assemblies. Parents and members of the community are a valued resource and are utilised to enrich pupils' learning and cultural awareness. Parents are invited and welcomed into the school community and encouraged to participate in the life of the school. Parents (and staff) may be used as interpreters for other families, help in the classroom, go on trips, and share experiences and expertise.

On admission information is requested about the child's linguistic background. New EAL pupils are referred to the SENCO who in conjunction with the class teacher or child's key worker carries out an initial assessment of the pupil to determine their stage of language acquisition.

The role of the EAL co-ordinator who is also the SENCO is to maintain the register, to act as a contact point



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and source of information for the class teachers, to attend relevant INSET and feed back to staff and to be responsible for resources.

The SENCO will also carry out an initial assessment of the pupil's language development, meet with each class teacher on a termly basis to agree on a focus for each EAL pupil and review each term's work with the class teacher.

The class teacher will develop the social skills of EAL children through group work and the use of good role models. Also liaise with parents and other agencies and assist with communication between home and school (if necessary).

EAL learners work in a variety of group and whole class situations where first language speakers provide a positive role model.

Parents and children may be offered specific EAL support provided by a specialist member of staff. This may embrace entry level and conversational support to developing greater fluency in preparation for senior school entrance exams.

There are three main strands to the English curriculum: speaking and listening, reading and writing, and EAL learners will receive teaching in all three areas. Work is inter-related across these three areas so that one area supports development in another. In addition, children will be using English across the curriculum and throughout the day. We acknowledge that even the more advanced learners of English need continuing support in order to reach their full potential and we recognise that all pupils benefit from praise and positive correction.

The teaching staff are the fundamental resource for raising the achievement of EAL learners, Multicultural and language resources are found across the school and are available for use by any member of staff. Additional resources can be purchased as required.

Languages are celebrated in different ways including daily greetings at the beginning of the day also book day celebrations with parents invited into the classroom with their children to read their favourite book in their first or other languages (if multi-lingual).

Classroom activities will be differentiated by task, outcome, resources and adult support - details of support can be found on weekly planning sheets. Assessment of EAL children will be in accordance with the school's assessment timetable.

EAL V SEND: We are committed to the success of our EAL learners and recognise that language development is distinct from a learning difference. Beyond targeted language support and intervention, we



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remain dedicated to identifying and providing any additional resources or assessments a pupil might need to ensure they continue to make progress in their language development and in their learning across the curriculum. If an EAL pupil does not make expected progress despite targeted language support, a referral for SEND assessment may be considered to identify any underlying barriers.

For children whose home language is not English, the School and Day Nursery will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home e.g. a language library is developing enabling access to home language books.

The School and Day Nursery will ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

Policy will be reviewed annually			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
Policy reviewed:	Sept 18	By:	Headteacher
Policy reviewed:	Sept 19	By:	Headteacher
Policy reviewed:	Sept 20	By:	Headteacher
Policy reviewed:	Sept 21	By:	Headteacher
Policy reviewed:	Sept 22	By:	Headteacher
Policy reviewed:	Sept 23	By:	Headteacher
Policy reviewed:	Sept 24	By:	Headteacher
Policy reviewed:	Sept 25	By:	Headteacher
Policy reviewed:	June 26	By:	Headteacher
To be reviewed:	June 27	By:	Headteacher

