



# **English as an Additional Language Policy (Whole School including EYFS)**

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**Independent Day School**

**Our Lady of Sion School**

Last Reviewed: June 2024

Frequency of Review: Annually

Next Review Due: June 2025

## 1. Introduction

- 1.1 The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).
- 1.2 In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'
- 1.3 EAL pupils may be:
  - 1.3.1 newly arrived from a foreign country and school;
  - 1.3.2 newly arrived from a foreign country, but an English-speaking school;
  - 1.3.3 born abroad, but moved to the UK at some point before starting school;
  - 1.3.4 born in the UK, but in a family where the main language is not English.
- 1.4 A pupil will not be regarded as having a learning difficulty solely because the *language (or form of language) in which they will be taught is different from a language (or form of language) which is or has been spoken at home* (section 20(4) Children and Families Act 2014). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the school's academic criteria.
- 1.5 This policy sets out Our Lady of Sion School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

## 2. Aims and objectives

- 2.1 To welcome and value the cultural, linguistic and education experiences that pupils with EAL bring to the school.
- 2.2 To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- 2.3 To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.
- 2.4 To be able to assess the skills and needs of pupils with EAL and to give reasonable provision throughout the School.
- 2.5 To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- 2.6 To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- 2.7 To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- 2.8 To ensure EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced, and relevant education, including an appropriate curriculum.
- 2.9 To ensure all EAL pupils are actively encouraged to participate in extra-curricular activities.
- 2.10 To ensure parents/guardians feel encouraged to play a role in EAL pupils' education.
- 2.11 To ensure appropriate resources are available and are used in the school.

- 2.12 To ensure EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate.
- 2.13 To ensure the school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them and appreciate their own cultural uniqueness.

### **3. Roles and Responsibilities for Management of Provision by the SEND Manager (SENCO)**

EAL assessment and provision is coordinated, in conjunction with the Deputy Headteacher. They will also liaise with form tutors, subject teachers, pastoral teams and the Headteacher.

### **4. Strategies**

- 4.1 Pupils with EAL who may have functional language use at language acquisition stage D or lower will be assessed on their arrival to the school to identify the initial level of provision required.
- 4.2 The school will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- 4.3 Pupils who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required.
- 4.4 The school will ensure that:
- All involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff.  
Classroom provision:
    - Strategies for differentiation (staff);
    - Teaching approaches which promote language development;
    - Provision of bilingual dictionaries and other resources;
    - Departmental support - subject specific vocabulary lists provided by teachers.
  - Training offered in planning, teaching and assessing EAL pupils is available to staff.
  - The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.
  - Any bullying of which the school becomes aware will be dealt with in accordance with the school's Anti-bullying Policy.
- 4.5 In EYFS
- We will ensure that EAL pupils have sufficient opportunities to learn and reach a good standard in English language.
  - Communication with parents will ensure that the child develops their home language in play and learning and the development of language at home is supported.
- 4.6 All teaching staff can assist by:
- Being knowledgeable about pupils' abilities and needs in English and other subjects.
  - Using this knowledge effectively in curriculum planning, classroom teaching and grouping.
  - Recognising that EAL pupils may need more time to process answers.
  - Ensuring that there are effective opportunities for talking, and that talking is used to support writing.

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
  - Ensuring the pupil's name is pronounced correctly and that they are included as much as possible.
- 4.7 Any concerns about the wellbeing of a pupil with EAL should be referred to the Deputy Headteacher/Senior Teacher (JS).
- 4.8 If the school has reason to suspect that a pupil with EAL may also have special educational needs, the Parents and the school will refer to the sections in the SEND Policy.

**Approved by Board of Governors June 2024**