



ST WYSTAN'S SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy includes the Early Years Foundation Stage (EYFS) and After School Care (ASC)

Policy Reviewed: February 2023

Policy to be reviewed: February 2025

As a school providing EYFS education for pupils, the contents of this policy should also be considered in this context.

The term EAL (English as an Additional Language) is a broad term and is used at St Wystan's School to refer to pupils who are:

1. British citizens from families who have a first language other than English, normally resident in the UK, arriving in EYFS with limited English, then making progress but continuing to need language aware teaching for many years;
2. Children 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 greater or lesser degree;
3. Children of economic migrants, arriving with schooling, knowledge and skills developed to an age-appropriate level in a different education system, with a different knowledge base and different expectations.

Research has shown that those new to English may acquire conversational fluency in two years, but might need a minimum of five years to achieve competence in academic English. Such pupils will need support if they are to reach their full potential and have access to the whole school curriculum and the full range of co-curricular activities the school provides. This policy should be cross referenced with the Inclusion policy, Anti-Bullying policy and Equal Opportunities policy.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school community;
- To ensure EAL pupils are identified and procedures are followed to ensure their needs are met so they achieve their potential;
- To equip teachers, non-teaching and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of individual and appropriate targets;
- 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 and can participate in co-curricular activities;
- To ensure appropriate subject specific differentiated resources are available and are used to support progress.

Admission

EAL students have an equal opportunity to join St Wistan's School if their needs can be met. In order to provide fully for EAL pupils, they must first be identified and the nature and extent of their need must be assessed by:

- Formal assessment in reading, writing, speaking and listening
- Work sampling
- Teachers' comments and observations
- School reports and references

The information may be used to assess the most appropriate provision for an individual.

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

Provision

Currently at St Wistan's School, there are very few pupils who are from overseas and hence few have any need for formal support in English as an additional language. Those who do so are identified and are supported as required on an individual basis.

There will be a positive and effective language ethos:

- Staff understand that a limited knowledge of English does not usually reflect a lack of ability or a lack of literacy in a pupil's mother tongue.

- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about pupils’ abilities and needs in English and use this knowledge to inform planning, teaching and pupil grouping.

Learning and Teaching

In order to ensure that we meet the needs of EAL students, staff will:

- Prepare differentiated work for EAL pupils
- Use TA assistance to support pupils both in the classroom setting and/or with interventions
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- Have high expectations, expect pupils to participate in all classroom activities/tasks
- Recognise that EAL pupils need more time to process answers and to complete extended work, especially where there is more complex written work
- Allow pupils to use their mother tongue and cultural knowledge to explore concepts when appropriate
- Give newly arrived pupils time to absorb English, bearing in mind that there is a “silent period” when those new to the language understand more English than they use
- Provide bilingual dictionaries and other resources in accordance with examination guidelines
- Provide subject specific vocabulary lists, simpler text books etc.

Review:

This policy will be reviewed on a three-year regulation rolling programme.

Reviewed by	Headteacher
Dates Reviewed	February 2023
Date of Next Review	February 2025