



Equality, Community, Growth

**Active Wellbeing**

INDEPENDENT PRIMARY SCHOOL

Active Wellbeing – English as an Additional Language Policy

# English as an Additional Language Policy

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Policy Document	English as an Additional Language policy
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Headteacher	Jo Anderson



## Active Wellbeing – English as an Additional Language Policy

### 1. Introduction

At Active Wellbeing School, we are committed to providing a supportive, inclusive environment where every child can thrive, regardless of their linguistic background. Our aim is to ensure that pupils who speak English as an Additional Language (EAL) are supported to fully access the curriculum, participate in school life, and make meaningful progress.

### 2. Aims and Objectives

This policy aims to:

- Ensure that EAL pupils can access a broad and balanced curriculum in a supportive and inclusive environment.
- Provide effective teaching strategies and resources that cater to the individual needs of EAL pupils with SEND.
- Encourage and promote the use of the pupil's first language in a way that supports their academic and emotional development.
- Involve parents/carers in the educational journey of EAL pupils by promoting communication and engagement.
- Provide opportunities for staff to receive training and resources on supporting EAL pupils, particularly those with SEND.

### 3. Identification and Assessment

When a pupil starts at Active Wellbeing School, parents/carers are required to provide information about the child's linguistic background, including the languages spoken at home. As part of a baseline assessment, the school assesses the level of English proficiency by focusing on four key aspects of language: speaking, listening, reading and writing. In addition to this, the school staff will also assess the SEND needs of EAL pupils using appropriate strategies and resources that take language barriers into account.

For EAL pupils with SEND, Active Wellbeing School recognizes that language difficulties may be intertwined with their specific needs.

### 4. Teaching and Learning

At Active Wellbeing School, we have high expectations of all pupils. All of our pupils have the right to access a broad and balanced curriculum and therefore taught lessons that are accessible and purposeful along with their peers in the classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning.

#### **Classroom Strategies**

Active Wellbeing School promotes inclusive teaching practices that benefit all pupils. Some of the strategies include;

- Differentiation: Tailoring lessons to meet the varying language proficiency levels of pupils, while taking into account individual SEND needs
- Visual support: Using pictures, diagrams, symbols, and other visual aids to help EAL pupils comprehend instructions and access the curriculum
- Collaborative learning: Encouraging group work and peer-to-peer support to foster language development



## Active Wellbeing – English as an Additional Language Policy

- Bilingual resources: Where possible, providing materials in both English and the pupil's first language to aid understanding.
- Language development focus: Incorporating opportunities for structured language development in all subject areas, with an emphasis on key vocabulary

## 5. SEND Support for EAL Pupils

At Active Wellbeing School, EAL pupils with SEND will have access to the same provision as other pupils in the school, with modifications made to accommodate language barriers. Some strategies used may include the use of an in-house Speech and Language Therapist, or access to external professionals.

All pupils will follow the full school curriculum.

## 6. Responsibilities

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their full potential.

Headteacher

- Evaluate the policy each year
- Ensure parents and staff are aware of the EAL policy
- Liase with teaching staff to identify and support pupils learning EAL

SENDCo

- Monitor the progress of EAL learners through existing subject monitoring
- Provide support and advice to classroom teachers
- Support teaching staff in accessing the pupil's level of language
- Managing and auditing resources to ensure effectiveness for class work

Teachers

- Communicate EAL learner's progress to the SENDCo each term
- Ensure pupils with EAL are able to access classroom learning through differentiated planning
- To be knowledgeable about pupil's abilities and needs in English and other subjects
- Ensure that vocabulary work covers the technical language
- Model speaking and listening styles across the curriculum
- Ensure that there are many opportunities for talking and collaborative work

## 7. Parental Involvement

Active Wellbeing School acknowledges the vital role that parents and carers play in their child's education. All communication used by the school is clear, simple, and where necessary, translated to ensure full understanding. Parents are kept informed of their child's progress through daily updates via School Spider, termly Individual Education Plan meetings and annual reviews.

Throughout the year, parents are offered a range of workshops to help understand the school system, curriculum, and ways they can support their child at home.



## **Active Wellbeing – English as an Additional Language Policy**

This policy will be reviewed annually and updated as necessary to reflect best practices and the changing needs of Active Wellbeing School.

This policy is written so it complies with the Independent School Standards and is taken from the Nation Curriculum and Ofsted framework.

*ISS 3 (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress*

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