

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

Independent Day School for Boys and Girls

Our Lady of Sion School

Frequency of review: 3 years

Last reviewed January 2015

RR

No:27

1 Introduction

- 1.1 The term English as an Additional Language (**EAL**) is used when referring to pupils whose main language at home is a language other than English.
- 1.2 A pupil will not be regarded as having a learning difficulty solely because the *language (or form of language) in which he or she is or 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.
- 1.3 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.

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.
- Training 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.

4.5 All teaching staff can assist by:

- Being knowledgeable about pupils' abilities and needs in English and other subjects.
- Ensuring the pupil's name is pronounced correctly and that he or she is included as much as possible.
- Using this knowledge effectively in curriculum planning, classroom teaching and grouping.

4.6 Any concerns about the wellbeing of a pupil with EAL should be referred to the Deputy Headmaster/Senior Teacher (JS).

4.7 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 and SpLD Policy.

Authorised by Chair of Governors

Signed copy held by Clerk to Governors