



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

Independent Day School

Our Lady of Sion School

Last Reviewed: May 2025

Frequency of Review: Annually

Next Review Due: May 2026

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.
- 1.6 We value linguistic diversity and celebrate the rich cultural backgrounds of our EAL learners.
- 1.7 This policy complies with the Equality Act 2010 – the SEND Code of Practice 2015, and follows guidance from the Department for Education (DfE).
- 1.8 We are committed to removing language as a barrier to learning in line with the Independent School standards.

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 by the SENCO, 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.

4.9 As part of the child's induction and also within the admissions process, academic staff will assess current need through discussion/interviews, baseline tests and/or through references from previous setting where available. We will refer to the Bell Foundation EAL guidance or similar to inform our support and to aid us in tracking progress of the student(s).

Approved by Board of Governors May 2025