



West Lodge School

A co-educational prep school for 3-11 year olds

English as an Additional Language (EAL) Policy

This policy also applies to the Early Years Foundation Stage (EYFS) and before and after school activities.

Introduction

West Lodge is a non-selective school which provides equal access to a broad and balanced curriculum, ensuring opportunities for everyone to achieve and succeed to their full potential. All children learn at a different rate and in different ways, and at West Lodge they will be taught using a full range of learning styles in order for them to develop intellectually, emotionally, socially, artistically, physically and spiritually. We equip children to become independent learners who have a positive self-image and progress through purposeful learning experiences.

West Lodge has developed a vision of inclusion based upon the desire to create a socially inclusive community within school. No child will be discriminated against because English is not their first language. To this end the school makes reasonable adjustments which ensure access for children with EAL to all aspects of school life. We create an environment where there is a place for everyone and there is a feeling that everyone belongs.

We acknowledge that:-

- Children who are learning English as an additional language have linguistic skills similar those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. West Lodge recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Aims and objectives

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL) through planning, organisation, teaching and assessment procedures and through the use of targeted resources and strategies.

Teaching and learning styles

At West Lodge School teachers support children who are learning English as an additional language by:

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- using accessible texts and resources to suit children's age and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, visual support materials and readers;
- using the home or first language where appropriate.
- providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language;
- Support staff and class teacher support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children;
- additional support to target groups of children who are operating at a level behind that which would be expected for their age/time in school.

Curriculum access

To enable children who are learning English as an Additional Language to access the curriculum, we:

- prepare sessions with the pupil before teaching input, for example before a whole class session;
- prepare sessions following up a whole class or group session to reinforce key language and concepts;
- prepare sessions to enable the pupil to complete homework tasks with understanding;
- provide intensive support for bilingual pupils at a very early stage of learning English;

- build on children's experiences of language at home and in the wider community, so that their developing use of English and of other languages support one another;
- provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- provide bilingual support and scaffolding to extend vocabulary;
- provide a variety of writing in the children's home languages as well as in English;
- provide opportunities for children to hear their home languages as well as English.

Roles and responsibilities

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating expectations for speaking and listening.

All staff have responsibility for:

- modelling good use of English, in extending sentences and encouraging children to do the same;
- communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate;
- communicating to children that they are expected to listen and respond when someone speaks to them.

All teachers have responsibility for:

- planning appropriate work to support children's stage of fluency and anticipating opportunities for developing use of English;
- planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils;
- setting targets for improving oracy and speaking and listening;
- assessing and tracking progress in the use of English language

The EAL Coordinator is responsible for:

Creating and maintaining a register of EAL children at West Lodge.

- overseeing initial assessment of children's speaking and listening level at admission to West Lodge
- additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency;
- supporting whole school or year group planning with additional input on developing language across the curriculum;
- identifying and providing resources which support children learning English as an additional language;
- overseeing speaking and listening assessments each term in partnership with class teachers.

Additional support staff have responsibility for:

- working with targeted groups to support induction and children's access to the curriculum;
- clarifying verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks;

Assessment for learning

At West Lodge all children are assessed both formatively and summatively. Formative assessments are undertaken twice yearly to establish each pupil's academic ability. This data is monitored alongside teacher assessment and book looks as well as discussion with pupils and parents.

Where required special assessment arrangements for children with EAL will be made.

This may include:

- Being assessed separately in a quieter space
- 1:1 support during assessment
- Provision of a reader or scribe where appropriate
- Provision of visual supports/ word banks/ resources where appropriate

Monitoring and review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Reviewed Date: January 2026

Next Review Date: January 2028

Reviewer: SENDCo