



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

Version Number:	V 2.1
Applies to:	Whole School (inc EYFS)
Author (s):	Head of EAL; Deputy Head Academic (Senior School); Head of Woodbridge School Prep
Review Frequency:	3 yearly
Policy category (1, 2, 3, 4):	2
Last reviewed:	Michaelmas Term 2023
Next review due by:	Michaelmas Term 2026
Approved on (date):	04.12.23
Committee (s) Responsible:	Education
References (including legal and others eg ISBA).	Based on recommendations from the Helen Wood Consultancy on EAL/International Provision produced for WBS
ISI Reg:	3
Other related policies and documents:	WBS Mission Statement and Aims; EAL Procedure 2023-24

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1. INTRODUCTION

The School Vision Statement is:

To be a dynamic educational community, developing the person in body, mind and spirit, and the personality in temperament and behaviour through real world learning, helping to shape a better world.

This policy specifies the way members of staff aim to fulfil this vision with respect to pupils for whom English is an additional language.

Pupils for whom English is an additional language can heighten awareness of other countries, cultures, religions and languages. Such pupils also help other children in the school to appreciate the need to speak different languages in order to communicate. Furthermore, their presence in the school helps to develop certain aspects of PSHCEE.

The Woodbridge School Policy for EAL applies to all children in the school including those in the Early Years Foundation Stage (Woodbridge School Prep and Pre-Prep).

This policy should be read in conjunction with the EAL procedure for the current academic year.

2. AIMS

Staff at Woodbridge School recognise that pupils come from a variety of backgrounds and that they all have a valuable contribution to make to the school community. The home languages and backgrounds of all pupils are valued and respected.

Staff at Woodbridge School recognise that English should not replace the home language or languages. English will be learned in addition to the language or languages already learned and being developed within the language community at home. Teaching children for whom English is an additional language is based on the following key principles:

- Language is central to our identity
- Many concepts and skills depend on, and benefit from, a well-developed home language.
- Literacy in a home language enhances subsequent acquisition of EAL.
- Effective use of language enhances subsequent acquisition of EAL.
- Language develops best when used in purposeful contexts across the curriculum.
- The needs of EAL learners are best met by careful, targeted curriculum and lesson planning.
- All languages, dialects, accents and cultures are equally valued.

Woodbridge School is committed to provide appropriate teaching and resources for pupils for whom English is an additional language. Members of staff continually strive to raise

achievements of all the pupils, including those for whom English is an additional language. Displays and resources reflect linguistic and cultural diversity wherever possible. The main aims of this policy are to set out the strategies used to help those pupils who know little English or who are in the process of learning English when they enter the school, to be able to:

- Use English effectively and clearly for a range of audiences and purposes.
- Use English as a means of learning across the curriculum.
- Access all aspects of the curriculum.
- Raise their standard of achievement in all school subjects.
- Participate in all aspects of the life of the school (including sport, music, drama and co-curricular activities)
- Have their cultural background acknowledged and respected by all pupils and staff.

3. OBJECTIVES

The objectives of the EAL policy are to:

- Assist all pupils to become fluent English speakers as quickly as possible.
- Assist EAL pupils to acquire the necessary English language skills.
- Promote rigorous monitoring systems to ensure that EAL pupils are making rapid progress, in relation to their difficulties or starting points.

4. DEFINITION OF EAL

An EAL student is someone who is either British-born, but has grown up speaking another language at home, or has come to the UK from another country and does not speak English as a first language.

EAL provision at the Senior School will be tailored to the needs of the individual child in consultation with Head of Admissions, Head of Woodbridge School Prep, Deputy Head (Academic), teachers and tutors.

EAL provision at the Prep School will be tailored to the needs of the individual child in consultation with Head of Woodbridge School Prep, Head of Learning Support and class teachers.

Pupils considered to have EAL needs will be recorded on school's central databases.

5. SPECIAL EDUCATIONAL NEEDS

Pupils for whom English is an additional language may also have a Special Educational Need. Should a need be identified, the child has equal access to the school's SEN provision.

The EAL register is separate from the SEN register. Some children may appear on both.

6. ASSESSMENT

All of the pupils at Woodbridge School are assessed regularly to ensure that they are making good progress in relation to their difficulties or starting points. Members of staff ensure that assessments are accessible to all pupils including those EAL students. Staff aim to ensure that assessment materials are not culturally biased.

The teachers are responsible for monitoring the progress of all the pupils they teach and for ensuring that EAL pupils are not disadvantaged.

7. PARENTAL PARTNERSHIPS

Staff strive to encourage parental involvement by:

- Clear communication with parents
- Identifying the linguistic, cultural and religious backgrounds of pupils and establishing contact with the wider community where possible.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

8. POLICY MONITORING, COMPLIANCE AND REVIEW ARRANGEMENTS

This policy will be subject to a thorough review process including consideration at the Education Committee on a 3 yearly basis. This will ensure that practice across the whole school is in line with this policy, the Complaints procedure and with current guidance and legislation.