



Westbourne  
House School

CHICHESTER

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

**This is the policy of Westbourne House School, which incorporates the Prep School, Pre-Prep, Early Years Foundation Stage as well as provision for boarding**

### **Policy Statement**

It is the policy of Westbourne House School to welcome children from all nationalities and all cultural, racial and ethnic backgrounds.

### **Aims**

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, as required by the Equality Act and SEN Code of Practice (January 2015).

For children for whom English is an additional language we aim to:

- Provide a safe and welcoming, yet exciting, environment (both in the day or evenings as appropriate for boarders).
- Demonstrate that both they and their culture are valued.
- Encourage them to develop a knowledge and understanding of their own cultural/ethnic background and language.
- Develop their language skills.
- Support curriculum access.

### **Practice and Procedure**

To achieve the above, we take account of each child's life experiences and needs, by having high expectations of each child and by valuing their achievements. We ensure that we promote learning about other cultures, paying particular interest to the cultures and ethnic backgrounds represented in the school.

However, we also acknowledge that children for whom English is an additional language may have additional needs, some of which are linked to their progress in learning English as an additional language. These children are also covered for by the Policy for Pupils with Disabilities, SEN and Learning Difficulties in addition to this EAL policy. The following points are additional to those raised in the Policy for Pupils with Disabilities, SEN and Learning Difficulties:

In order to achieve our aims:

- We invite the children to speak about or bring in information about their cultural backgrounds to share in Circle Time, or as part of the class topic. Assemblies also provide an opportunity for developing greater understanding of other cultures, as does the careful choice of books within the school libraries, or as part of our reading schemes, literary focus in English, themes for the role play area (PP) and the displays we arrange around the school.
- We welcome the opportunity to employ people from diverse cultural backgrounds.
- Whenever possible, a child with limited or no knowledge of the English language is placed in a class with a teacher who can speak his/her native language. If this is not possible, knowledgeable staff can act as mentors for the child. The IENCo takes this responsibility if no other suitable member of staff is available.
- When children first come to our school, they are teamed with a 'buddy'. If possible, we team up children who share a native language.
- Longer-term peer mentoring can be arranged if required.
- We expect all members of staff associated with the child to know how to pronounce the child's name properly.
- During the year, customs and festivals from other countries are celebrated and studied. We particularly concern ourselves with cultures represented in our school/year group.
- Parents of the children and outside speakers are invited to speak about their customs, celebrations and provide background knowledge on other countries.

### **Teaching and Learning**

- Children are encouraged to share their news and to play using their native language.
- We aim to build 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, encouraging transference of knowledge, skills and understanding of one language to another.
- Children are encouraged to continue the development of their literacy skills in their native language, and many have the opportunity to sit Common Entrance or Scholarship papers in their native language in Y8.

### **Differentiation / Inclusion**

We acknowledge that children who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. Therefore, we aim to provide work commensurate with their understanding, but provide language support in the form of visual aids, use of symbols/pictures, gestures, demonstrations, paired working, ICT, translators, readers, amanuenses and so forth.

We also provide games and activities in which speech is irrelevant, and which can provide a means of expression and communication. In class, we allow the child to set the pace of his/her oral contributions and degree of participation. In some cases, the IENCo may provide additional support for the child in the classroom. Some pupils with EAL are entitled to special arrangements in their examinations eg: use of a translation dictionary.

Additionally, to develop the child’s English language skills, we:

- Provide additional opportunities for listening and speaking
- Provide additional individual teaching time with the class/subject teacher, classroom assistant, specialist teacher or special needs assistant, as appropriate, to actively enhance the child’s English vocabulary for understanding, speaking and writing.
- Provide opportunities for interaction with English speakers.
- Moderate our pace and complexity of language as necessary, and provide a good model of English usage when speaking to the child.
- Make clear links between words and meaning.
- In the Pre-Prep, songs and rhymes are used when delivering the curriculum.

**Assessment and Record Keeping**

We make special assessment arrangements for children who are learning English as an additional language. The IENCo can offer support to these children or, if necessary, an adult who speaks the child’s native language can be invited to support the child by translating words or phrases that appear in the assessment materials or that the child uses in his/her responses.

Inappropriate assessments are not given to the child and modified methods of assessment, such as practical activities, are used to demonstrate his/her skills, knowledge and understanding. Some pupils with EAL are entitled to special arrangements in their examinations eg: use of a translation dictionary.

**Staffing and Resources**

It is the responsibility of the IENCo to ensure that the needs of the children for whom English is an additional language are met within the school, to liaise with parents and external agencies when necessary. Several members of our staff, including the IENCo, have TEFL accreditation and/or speak additional languages.

**Monitoring and review**

The School will review and monitor the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.

Last Review Date	Next Review Date	Reviewer(s)
January 2019	August 2019	IENCo