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 and make them, their parents or carers feel included in the Westbourne community.
- Encourage them to develop a knowledge and understanding of their own cultural/ethnic background and language.
- Develop their language skills to use English confidently and competently in a variety of situations.
- Support them and give them the tools to access the curriculum.

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 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 Form time, or as part of the class topic. Regular assemblies and the school's pastoral focus weeks such as International Week 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 home language.
- In Early Years, the children are made comfortable and aware that they can use and develop their home language in school. Opportunities for using home language are provided, including but not limited to, encouraging use of language and sharing vocabulary in lessons and play, provision of bi-lingual books, parent/visitor readers of home languages. The children are also supported to develop their language at home and encouraged to use expressive and emotional language in home 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.

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, dictionaries, translators, readers, scribes and so forth. We encourage the use of assistive technology.

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, we 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, additional time and computer readers.

Additionally, to develop the child's English language skills, we:
- Offer an initial English language assessment for all children newly arrived at the school in Y3-8 to establish if additional support is required.
- Provide additional individual or group teaching time with the class/subject teacher, classroom assistant, specialist EAL teacher or special needs assistant, as appropriate, to actively enhance the child's English vocabulary for understanding, speaking and writing.
- Individual children's progress is monitored as they progress through the school by their class teachers and the EAL co-coordinator.
- 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, rhymes and visual aids are used when delivering the curriculum.
- Y5-8 Pupils – those with significantly weak English language skills do not need to study additional foreign languages in school but can have EAL support lessons with a qualified EAL specialist.

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, in agreement with their senior schools.

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 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)
October 2024	September 2025	Deputy Head - Academic Head of Pre-Prep IENCo