

Widford Lodge

PREPARATORY SCHOOL



3b

English as an Additional Language Policy

This policy applies to all pupils at Widford Lodge School including those in the EYFS

Reviewed and Approved by Proprietor November 2025
Next Review November 2026

Rationale

English as a Second Language and English as an Additional Language (EAL) are terms which refer to only one aspect of a child's language repertoire. Whilst for most children at Widford Lodge English becomes their main language for education, from time to time we have children on roll for whom English is an additional language and their first language remains a crucial dimension for their social and cultural identity.

Aim

The aim of this policy is to create a set of working practices which ensure that pupils with EAL are able, as with any pupil, to achieve their very best in all aspects of school life.

Objectives

1. To identify the needs of a child with EAL as soon as possible so that these needs may be quickly and appropriately met ensuring equality of access to the curriculum.
2. To monitor and assess children's progress in order to ensure good levels of achievement in all curriculum areas despite language difficulties.
3. To make available suitable resources for support assistants and teachers to use with an individual or group.
4. To ensure that parents with EAL have access to information concerning the life of the school in general and in particular their child's attainment and progress.

Children with EAL in EYFS

Where children with EAL join the EYFS, we will take steps to provide opportunities for children to develop and use their home language in play and learning, to support their language development at home and to provide opportunities to learn and reach a good standard in English Language.

During the induction process we gather information about the child's first language, the parents' first language and the language used at home. During the home visit the Reception class teacher will ask for help with simple 'everyday' words in the child's first language which we can use at school.

The child's keyworker will work closely with the family to ensure the child's needs are met. In the Pre School parents may want to stay with their child whilst they are settling in, this time will be reduced as the child feels more comfortable. We use resources such as photo keyrings with pictures of familiar items (ie keyworker, child's drawer or peg, the different rooms and their coat/shoes etc). These can be shown to the child to help them remember the names of the items, rooms or people. We ensure activities are planned for each individual child and are suitable for their level of learning; additional visual support will be used for children with EAL.

The publication 'Supporting children learning English as an additional language' is used as an additional resource.

General Guidelines

1. Provision for children with EAL will be co-ordinated by our SENCo. Currently this is Mrs Zuri Pine.
2. The relevant class teacher with the help of the parents and Headteacher will seek to identify the needs of any child entering the school with EAL by way of taking a history of the child's experience of the English Language and referring to any prior school records should they be available.
3. Where necessary support will be set up as soon as reasonably practicable after a period of assessment within the classroom and a variety of different school contexts to identify the child's specific needs.
4. The precise nature of the support will depend entirely upon the age of the child and their particular needs, and the EAL co-ordinator will ensure these are carefully matched. We recognise the role played by the child's first language in their development of English and will address any issues arising. The type of support which Widford Lodge may call upon will include:
 - In-class support from a Learning Support Assistant for both general day to day activities and pastoral care and specifically targeted curriculum areas.
 - Withdrawal from class for specific English tuition.
 - Staff will be encouraged to use some of the following strategies to ensure curriculum access:
 - Collaborative group work
 - Enhanced opportunities for speaking and listening
 - Effective role models for speaking, reading and writing
 - Additional verbal support – repetition, alternative phrasing, peer support
 - Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture
 - Opportunities for role play
 - Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
 - Discussion provided before and during reading and writing activities
 - Welcoming environment where children feel confident and can contribute
 - Further support for children's language development is provided outside the formal curriculum, e.g. in assemblies, clubs and activities
5. The EAL co-ordinator will also offer advice and resources for class teachers' use for differentiated classroom activities and to help children to cope with other subjects.
6. Careful attention will be paid to the special requirements children with EAL may have for assessment tasks, particularly formal tests such as National Curriculum Assessments.
7. Parents will be a vital link in providing for the EAL child's needs and where language difficulties are present for them as well, Widford Lodge will endeavour to provide information about school and reports etc., in an accessible form.

Special Educational Needs and Able, Gifted and Talented Children

Widford Lodge Preparatory School recognises that most EAL pupils needing additional support do not have learning difficulties. However, should learning difficulties be identified during assessment, EAL pupils will have access to additional support and provision. Similarly, the school recognises that there may be EAL pupils who are able, gifted or talented and appropriate provision will therefore be implemented.

Development of Provision

Widford Lodge will ensure that staff undertake professional development as appropriate, so that provision for EAL pupils is appropriately delivered and co-ordinated.