



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Title	English as an Additional Language Policy
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School Policy:

Wootton Park School is committed to delivering outstanding provision for the teaching of learners whose first or home language is not English, and those who are in the process of learning to use English as an additional language (EAL). The School celebrates diversity and is committed to raising the attainment of all minority ethnic learners, irrespective of their ability or background. The School will identify individual and group needs, recognise the skills of each individual and ensure equality of access to the curriculum and extra-curricular opportunities.

Aims and Objectives:

- To promote equality of opportunity and access to the curriculum for all EAL and minority ethnic learners
- To support and advise all staff in meeting the needs of learners with EAL in order to remove barriers to learning and maximise progress
- To raise awareness of ethnic, religious, cultural and linguistic diversity and celebrate this diversity with all learners and staff

Therefore as a school we aim to:

- identify all learners with EAL needs
- provide appropriate language support, according to resources available
- inform parents/carers of any support made available to their child
- provide appropriate support and strategies for teachers to utilise in curriculum lessons
- provide exam access arrangements where appropriate

Assessment of Learners with EAL:

- All primary phase learners are assessed on entry against the EYFS standards in Reception or for literacy and numeracy in other years
- All secondary phase learners are assessed for literacy when joining Wootton Park School
- Learners achieving below expected levels on their maths baseline assessment are also assessed for numeracy
- Pre-school setting and primary school transition information is used to identify learners who may have additional EAL needs
- Levels of competency in English are identified based on the assessments stated above
- Where appropriate, and if a learner is still working towards competency in English, further assessment will be completed to establish specific EAL needs

Provision for Learners with EAL:

- Learners with EAL are taught in mainstream classes alongside their peers
- Learners with EAL are placed in teaching groups appropriate to their ability
- All additional intervention is allocated according to the needs of each individual
- If a learner is to have any additional support in school parents/carers will be informed by letter
- Where appropriate and possible, EAL learners will be encouraged to complete an examination in their home language (e.g. GCSE Polish), in addition to the curriculum offered to all learners
- The School recognises that most EAL learners needing additional support do not have a special educational need but, where there is an additional SEND need, EAL learners will have equal access to any provision from the Learning Development Department which may be required – please see the Special Educational Needs and Disabilities Policy and SEND Information Report for further details of SEND provision
- Similarly, if EAL learners are identified as Gifted and Talented in a particular subjects or subjects, they will have equal access to opportunities to stretch and challenge their learning and skills

Teaching and Learning:

- Teaching staff will differentiate lessons as appropriate and necessary to meet the needs of learners with EAL, including providing additional challenge where required
- Teaching staff will consider the language demands of each new curriculum topic and provide appropriate stimuli and contextual clues to assist in the understanding of new and key subject specific terminology
- Teaching staff will provide regular opportunities for learners to develop listening, speaking, reading and writing skills, enabling the use of alternative methods of recording where appropriate
- The School will enable staff to undertake appropriate professional development to meet the needs of EAL and minority ethnic learners
- Teaching staff will monitor the progress of learners with EAL and minority ethnic learners and share any concerns with Curriculum Leaders/Head of Year/SENCo as appropriate

Exam Access Arrangements:

Access arrangements are used to remove barriers to success, but must not give a learner an unfair advantage over their peers.

- All learners are assessed in year 6 to establish if any formal application for access arrangements for KS2 SATs is required
- All learners are assessed in year 9 to decide if they require any access arrangements for GCSE exams and assessments.
- If appropriate, an application is made to the Standards and Testing Agency (KS2) or the Joint Council for Qualifications (GCSE). Once this has been approved, parents/carers are informed by letter of the additional support required.

Admissions:

- The admission to Wootton Park School of learners with EAL follows the standard admission process
- The admission process will involve home language, pastoral and personalised support where possible
- A range of information will be sought in order to aid the transition to Wootton Park, including details of country of birth, first language and any other languages spoken, and educational background
- Learners will complete learning assessments on joining the school and, where appropriate, additional support will be investigated

Please see the School Admissions Policy for further details.

This policy is to be read in conjunction with the Safeguarding and Promoting Welfare Policy, the Admissions Policy and the Special Educational Needs and Disabilities Policy