CHATSWORTH SCHOOLS

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Nick Rees– Director of Enhanced Learning

Review date: 01/06/2025

Submission: 01/6/2025

Version: v8.0

Policy actioned from: 01/09/2025

Next review date: 01/06/2026

Reviewer's Signature:

Please note: 'School' refers to the school and Chatsworth Schools; 'parents' refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.

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POLICY AMENDMENT PAGE

Date	Key Amendments	Version Number	Reviewed by
14/12/2019	Policy Approved	v2.0	VT
18/02/2021	Policy Review	v3.0	RNB
02/07/2021	Policy Review for the 21-22 academic year	v4.0	VT
08/06/2022	Policy Review	v5.0	CS
27/06/2023	Policy Review	v6.0	JCT
01/06/2024	Policy Review	v7.0	NR

CHATSWORTH SCHOOLS

Purpose of the Policy

To ensure that we provide a high standard of education for children with English as an Additional Language and adopt practices that enable them to pick up the English Language.

Responsible Persons: Senior Leadership and the Staff Team

Definition

We are welcoming increasing numbers of children with EAL and all have their own, individual experiences and backgrounds. For the purpose of this document, we use EAL as an umbrella term that encompasses all levels of bilingualism and any child learning and using English as an additional language. We understand that children will start at our school with differing levels of bilingualism and fluency in English. Partnership with parents is vitally important to a child's progress and we promote how valuable it is to continue speaking their first language.

Statement of Intent

Children will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language. For older children with limited command of English, whose parents apply for a place at the school, we may recommend a short intensive tuition programme prior to starting.

All children should have equal access to a broad, balanced curriculum and be given the opportunity to communicate in any first language, as it has a continuing and significant role in identity, learning and acquisition of further language development.

We promote equal opportunities and anti-discriminatory practices; differences are celebrated and any resulting needs are addressed (see Admissions and Equal Opportunities Policy)

Aims and Objectives

- To welcome the cultural and linguistic experiences of every child with EAL and ensure we meet their full range of needs.
- To maintain a child's self-esteem by acknowledging and celebrating their individual culture and skill in their first language.
- To implement strategies and monitor children's progress to ensure they are supported to access the complete curriculum.
- To support children with EAL in becoming confident and fluent in English.

To support the above aims, staff members adhere to the following procedures;

- Gather and share information about the child's background (including the language/s the child speaks, religion, cultural customs and traditions and any dietary requirements).
- Let the parents know that we welcome and celebrate different languages and cultures.
- Establish consistent, simple, daily routines, checking that the child understands what to do and if necessary repeating explanations and directions on a one-to-one basis, adding visual prompts where needed.

- Use lots of visual support, gestures, pictures and objects to aid understanding and language development.
- Acknowledge children's attempts to communicate; children will often switch between languages and will often understand more than they can verbalise.
- Ensure that all staff model appropriate, correct language and grammar, using lots of repetition and positive interactions.
- Identify opportunities to teach and embed targeted vocabulary and key language structures and use these to plan for activities/interactions in the child's individual and class planning.
- Plan for the consistent inclusion of children with EAL in small group activities which enable frequent meaningful episodes of interaction with peers, in activities which promote communication.
- Ensure an awareness that children with EAL often go through a 'silent period' or 'quiet period' before they are confident to speak English, or they may not want to use their home language for a variety of reasons. Providing a running commentary/talking through actions will model the use of language.
- Where a child with EAL speaks a home language which is also spoken by a member of staff, enable a good liaison between the two to provide support and manage linguistic challenges.
- Build on and interpret non-verbal responses as effective turns in conversation and provide an English translation. One-word and short phrase responses are paraphrased and extended to longer sentences.

We recognise the important role of parents and we strive to maintain quality partnerships with parents and carers to ensure every possible support is provided.

We recognise that the English language skills of a child with EAL will also develop as a result of their interactions with their friends and classmates. Staff aim to cultivate this opportunity in, for example, providing new children with EAL with a mentor or buddy and, where practical, linking a new child with EAL with a classmate prior to starting, with a view to organising holiday playdates.

On entry to the school we gather information via our 'language mapping' form and other initial parent forms (such as a personalised list of high frequency words in the child's home language/s to be used during transition). This helps to further inform us about the children's abilities in their home language/s and how best to support them.

Children in the EYFS are supported in line with the EYFS requirements and extra support implemented as needed, such as 'choice' booklets or boards with pictorial support for understanding.

Ongoing monitoring and support are set in place as needed on an individual basis, incorporating, where needed, the support of the parents.

Interpretation

In this policy, the term "senior manager" means the School Head and their designated deputies.
This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools.

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Information at the above address.

This policy does not form part of any employee's contract of employment and may be amended at any time.