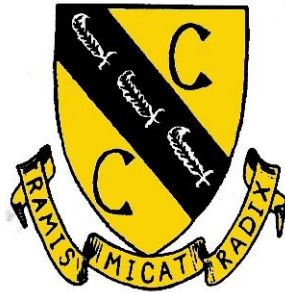


Clarendon Cottage Preparatory
School

English as an Additional Language Policy



Created by: E Howard (March 2010)
Reviewed by: E Bagnall October 2025

Review Date: October 2026

Clarendon Cottage Preparatory School English as an Additional Language Policy

This applies to the whole school, including the EYFS

Statement of Commitment

Here at Clarendon Cottage School we are committed to providing a quality learning environment for all children. Clarendon Cottage Preparatory School are fully committed to ensuring that the application of this policy is non-discriminatory in line with the Equality Act (2010). In our School, the teaching and learning, achievements, attitudes and wellbeing of all the children are important. All child children are encouraged to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs.

The term EAL is used when referring to pupils whose first language is not English. This can be defined as a pupil who was exposed to a language other than English during early development, and continues to be exposed to this language in the home or community. The policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

We recognise speaking and listening in English is integral to developing in school both socially and academically. Therefore we will identify individual pupil's language needs and facilitate appropriate provision; recognising the skills they bring to school thus ensuring equality of access to the curriculum.

Aims of the school:

- To ensure that the school is welcoming.
- To ensure that the classrooms reflect the culture of society and that every child's culture and language is valued.
- To establish communication links with home and family to identify cultural and religious background.
- To keep an EAL register stating the child's home language and use this register to record, evaluate and develop strategies to support each child with EAL.
- To monitor and assess progress termly to check that the pupils have the opportunity to achieve their full potential for learning.
- To ensure that where applicable the children have access to statutory assessment in their mother tongue.
- To ensure that, as a school, we meet the full range of needs of those children who are learning English as an additional language.

EAL and SEND

We recognise that most EAL pupils needing additional support do not have Special Educational Needs. However, should SEND needs be identified, EAL pupils will have access to the school SEND provision. Equally, if EAL pupils are deemed Gifted and/or Talented, they will have the same opportunities as any other Gifted and/or Talented pupil within the school.

EAL Co-ordinator – Miss E Bagnall

Role and responsibilities of EAL Co-ordinator

- Liaise with class teachers to identify EAL pupils.
- Contribute to school improvement plan to identify areas of development and arrange improved provision.
- Manage and monitor EAL register.
- Manage and monitor resources, materials and signage to ensure they support development of home language and English.

EAL Register

If a child joins Clarendon Cottage School and English is not their first language they will be added to our EAL register. The register will include information about the child's home language/s and the class teacher (or key person in EYFS) will discuss with parents what strategies can be used both at school and at home to support the child's development of written and spoken English. Particularly in the EYFS, staff will work with parents to provide opportunities for children to develop their home language. A record will be kept stating the resources and strategies implemented and the effect of these will be reviewed termly to ensure the child is achieving their full potential. Parents will receive feedback during parents meeting where further strategies can be discussed.

Opportunities for children to develop their home language

- Have available in the classroom a key word list in the child's home language for staff to use with the child.
- Resources such as books, interactive stories and songs that incorporate the child's home language.
- Label key resources in the classroom in the child's home language and English.
- Have 'My turn...your turn' circle times to develop translation between home language and English.

Teaching, Learning and Assessment

- Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills.
- Recognise that EAL pupils need more time to process answers.
- EAL pupils are as able as any other child and so they should be set appropriate learning objectives.
- Planning will be shared with all support staff and those plans will include specific speaking and listening objectives for those children. Where applicable, differentiated work may be used.
- EAL children will have full access to the curriculum, following the school's medium term planning and the guidelines for Numeracy and Literacy.
- Children's progress will be monitored to ensure that they are reaching both national and individual targets and the language is not acting as a barrier to them achieving their maximum potential.
- Staff will be given the opportunity to undertake appropriate professional development courses to continue to raise the achievement of EAL pupils.

Strategies and Resources

- A range of parents' information booklets are available for parents with EAL on request.
- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify and make maximum use of the opportunities for modelling fluent English.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.
- Dual language notices are displayed throughout the school as necessary.
- Range of language books.
- Promoting cultural awareness throughout the school.
- Talking Partners. (Partnering EAL child with a buddy)
- Photographs and timelines to explain daily sequences.
- Positive relationship established with parents, and working together to educate each other. Ensure that all families feel included and are able to participate in their children's care and learning experiences.
- Keep pupils safe when they may not understand verbal instructions, with particular reference to fire drills and evacuation procedures.