



WESTMINSTER UNDER SCHOOL

Policy on English as an Additional Language

This policy also applies to the Early Years Foundation Stage

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Introduction

The term EAL (English as an Additional Language) is used to refer to pupils who either speak another language at home, and / or in whose home environment another language is primarily spoken. EAL pupils, therefore, present with varying levels of English, including those who can access the curriculum fully without any additional support.

This policy seeks to promote the formulation of strategies that ensure EAL pupils at Westminster Under School are supported fully in acquiring the English language skills that they require in order to access the curriculum, thereby fulfilling their potential.

,The provision of this support fulfils the requirements of the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, and the Equality Act 2010, which seek to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Principles underlying practice

Westminster Under School actively welcomes pupils of different backgrounds: the diversity and linguistic multiplicity that strengthens our community is celebrated. The cognitive benefits of speaking two or more languages fluently are also recognised.

The School is committed to providing a quality education in English which provides all pupils with the opportunity to learn and make progress, and which fosters key competencies: speaking, listening, literacy, and numeracy skills. It is vitally important that this EAL policy is flexible, thereby allowing the School to incorporate the needs of different learning styles and needs of pupils, while at the same time exposing them to a variety of pedagogical approaches.

Assessment and Support

Westminster Under School is a high achieving environment and a good standard of English is expected upon entry in order to succeed. Pupils joining at 7+ and 11+ will invariably have been assessed in their comprehension, writing and verbal reasoning skills. Pupils joining the school at the 4+ entry point are assessed in an age-appropriate way to determine their comprehension and English language development. All pupils are also screened for dyslexia and dyscalculia on entry to the School at the 7+ and 11+ entry points and this screening highlights limited word recognition and verbal comprehension skills.

As part of the application process, parents are asked to provide information about languages other than English which are spoken at home. Parents are also invited to complete an electronic survey during their child's time at the Under School, in which they record languages spoken at home, as well as languages they themselves speak. Levels of fluency of languages spoken are also requested, using the Common European Framework of Reference for Languages (CEFR) definitions of 'basic', 'independent', and 'proficient'. The information gathered from both the admissions process and the survey are compiled to produce up-to-date EAL records.

EAL Teaching and Provision

Wave One: in-class support

Westminster Under School is a high-achieving, academic environment in which teachers use a variety of pedagogical approaches to ensure that pupils develop an excellent standard of both written and spoken English. Wave One support for those pupils who need it is therefore provided by the classroom teacher.

Wave Two: 1:1 EAL screening and support

Under the following circumstances, a pupil with English as an additional language may benefit from further support to access the School's curriculum and may be referred for screening:

- 1) The pupil has been at an English-speaking school and has had an immersive education in English for three years or less but, despite classroom intervention, is not making expected progress.
- 2) Performance at interview or in the entrance examination suggests that, although the pupil is of an academic standard and sufficiently proficient in English to enjoy learning at Westminster Under School, they may need further support with certain skills in English such as speaking, writing, or listening in order to fulfil their potential.
- 3) A pupil who has been educated in the UK but has another language spoken to them at home, or they themselves speak another language, is not making expected progress.

Pupils are screened using tests which attribute a Common European Framework of Reference for Languages (CEFR) level of fluency. The following may be put in place:

- an EAL pupil profile;
- a programme of language support;
- 1:1 or small group sessions within the Learning Development Department for targeted support.

Monitoring Progress

It is the responsibility of all teachers at the Under School to promote high standards of literacy, articulacy, and the correct use of Standard English within their subject, and to monitor those with EAL needs. It is the responsibility of the EAL Lead to maintain an overview of all EAL pupils who need additional Wave Two support by offering workshops / 1:1 sessions, where appropriate.

Staffing

Westminster Under School shares the EAL Lead with Westminster School and the EAL Lead is a member of the Under School's Learning Development Department. They:

- report to the Under School's Head of Learning Development / SENco;
- ensure that the Under School's EAL database is current, liaising regularly with admissions, teachers, and IT;
- provide opportunities for staff professional development;
- ensure that there is a suitable bank of resources and teaching strategies available to teachers;
- devise specific programmes of study for pupils who have been referred and teach pupils on a 1:1 / small group basis;
- liaise with the Head of Learning Development / SENco if an EAL pupil presents with additional barriers to learning.