



APPLEFORD SCHOOL

This policy applies to the whole school, including boarding

English as an Additional Language (EAL) Policy

The Policy is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headmaster. The Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Policy Agreed: November 2025
Date Published: November 2025
Next Review: September 2026

Signed:

Dr Peter Gardner
Proprietor and Managing Director

Mr David King
Headmaster

Introduction:

At Appleford we believe that part of our Single Equalities Policy involves making provision for children with English as an additional language (EAL). Pupils who are learning English as an additional language have skills and knowledge about language similar to children who are monolingual, with English as the mother tongue. Their ability to achieve in some aspects of the curriculum may be beyond their ability to communicate in English. Children with a different linguistic, cultural and social background have a significant part to play in enriching the learning experience of the school community and we encourage the whole family to share this cultural diversity within the school setting.

Speaking more than one language is often associated with academic success; just as we encourage all of our pupils to learn a modern foreign language at an early stage, we believe that we should support pupils to acquire English as an additional language.

Wiltshire has a small number of children with English as an additional language but it is likely this number will increase to include a significant number of children from families of Eastern European origin who are an increasing part of the local workforce.

Aims and Objectives:

The Aim of this policy is to ensure that we meet the full range of needs of pupils who have English as an additional language, enabling them to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through education and celebrate diversity. Our teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and does not discriminate against pupils under the Equality Act 2010.

This policy precludes the promotion of partisan political views in any of our teaching.

On admission we gather information about:

- the pupil's linguistic background and competence in other language(s)
- pupil's previous educational experience
- pupil's cultural/religious/social needs

Teaching and Learning Key Principles:

As part of their planning teachers:

- Set clear learning objectives
- Identify the language and vocabulary demands of the lesson
- Take account of the linguistic, cultural and religious backgrounds of the children
- Plan differentiated opportunities matched to the individual needs of EAL pupils
- Identify appropriate materials and resources to enable all pupils to participate in lessons
- Use visual support for lessons including posters, pictures, photographs, artefacts and demonstration where appropriate
- Identify opportunities for collaborative activities that involve purposeful talk, and encourage and support active participation where appropriate
- Identify opportunities to focus on the cultural knowledge explicit or implicit in texts
- Identify opportunities for pupils to access ICT to facilitate and reinforce learning.

Spoken and written language is developed by:

- Providing a range of opportunities for children to engage in speaking and listening activities in English with their peers and with adults
- Ensuring that vocabulary work covers the meanings of technical words and common keywords, metaphors and idioms
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Ensuring that talking is used to support writing when appropriate
- Using drama and role play to support learning when appropriate
- Providing a range of reading materials that highlight the different ways in which English is used
- Encouraging children to transfer their knowledge, skills and understanding of one language to another

- Building on children's experiences of language at home and in the wider community, so that their developing use of English, and other languages, support one another
- Using repetition and alternative phrasing to support language development
- Modelling the different uses of language
- Providing positive feedback and reinforcement of accurate usage of the language
- Using different contexts such as assemblies, out of school clubs and the inter-house activities for the development of pupils' language.

Members of staff recognise that children will usually understand more than they can articulate and that it is important that children do not feel under pressure to speak until they feel confident. However, adults continue to talk to children with the expectation that they will respond. Children's non-verbal communications are responded to positively and the children's peers are encouraged to respond similarly.

Lists of children who speak languages other than English at home and children for whom English is an Additional Language is maintained by the Headmaster. These lists are updated as and when necessary. The pupil's class teacher or form tutor alongside the SENDCO assesses children as they arrive in the School as to the extent of their spoken and written English. This information is used to advise class and subject teachers as to any adaptation of approach or additional resources that may be helpful for the child. Parents will be consulted as well. Where appropriate, a pupil with English as an additional language may receive occasional or regular instruction from the SENDCO.

The responsibility of staff at Appleford

- Language is central to our identity. The home language of pupils is recognised, valued and maintained.
- Pupils with EAL are entitled to the full programmes of study and all teachers have a responsibility for teaching English as well as other subject content
- Day to day language may be acquired quickly, especially by association with other pupils; technical and academic language acquisition may continue for a number of years requiring ongoing support.
- Access to learning requires attention to words and meanings embodied in the curriculum area, understanding and meanings must be made explicit and cannot be assumed.
- The language demands of specific tasks need to be identified and included in planning.
- Talking should be the precursor to writing.
- All teaching and support staff have a key role to play in modelling uses of language.
- Support should be provided through ICT (Wordshark is particularly useful), video and audio materials, dictionaries, electronic translators as well as the services of learning support staff.
- Language acquisition skills applied in learning a pupil's first language are transferable to EAL.
- Parents should be involved in the planning and delivery of the EAL curriculum and have regular informal meetings with the form teacher to monitor progress and discuss how they can support the pupil at home.
- Risk assessments must take account of the fact that pupils may not readily understand Health and Safety briefings and care must be taken to ensure that a suitable means of explaining risk is in place.
- Staff should be kept informed of preferred strategies and information should be updated as necessary.

Special Needs and Gifted and Talented Provision:

It is important to stress that EAL is not in itself a disability or special need. We recognise that there are children of different abilities in all classes and we provide suitable learning opportunities for all. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with some children completing all the tasks;
- differentiating tasks set;
- providing resources of different levels of complexity;
- providing individual support;
- Most EAL pupils needing additional support do not have special needs;
- Should SEND be identified they should have equal access to the school's Special Needs provision;
- If EAL pupils are identified as Gifted and Talented they should have equal access to Gifted and Talented provision.

Foundation Stage:

In the Foundation Stage we plan opportunities for children to develop their speech and language skills and we provide support to help them to take part in all activities. All of the staff work closely with parents to share information about all aspects of children's development including their linguistic needs. Information about the home language(s) and the cultural and religious background of the child is sought before he or she is admitted to the school. Information about dietary requirements is also ascertained. Play and learning resources are provided to reflect the children's cultural and linguistic identities positively. These include books in other languages, books about different cultures, jigsaws and role play equipment such as food items, cooking utensils and dolls.

Home-school links are developed wherever possible to enhance cross-cultural exchange. Activities are planned to extend all children's understanding of their own backgrounds. These might include topics on babies and families, food and clothing, celebrations and festivals. Artefacts and books are used as well as resources brought by the children. Language development is further enhanced through the use of stories and rhymes. A variety of resources are used for storytelling, including books and puppets. Members of staff aim to ensure that positive images of diverse cultures are presented, and that negative stereotyping is avoided. Musical activities are used on a regular basis to promote language development. Observation and assessment are fundamental to good practice. All of the members of staff on the activities provided each week to ensure that each individual child is progressing and that the next steps in his or her learning and development are appropriately planned.

Key Stage 2:

Increasing use is made of specialist and technical vocabulary and the learning objectives in other subjects need to take account of EAL requirements in planning.

Key Stage 3/4:

Pupils who join the school at KS 3/4 may need specialist accelerated learning for EAL and the school may liaise with the local authority to provide a specialist EAL programme in conjunction with the school.

Special Educational Needs:

Most children for whom English is an additional language do not have a Special Educational Need. However, should such a need be identified the child has equal access to the school's SEN provision.

Assessment and recording:

- The form teacher is responsible for consulting with subject teachers and reporting progress across the curriculum to the English Coordinator.
- The English Teacher has a key role to play in assessing progress in EAL and providing appropriate forms of assessment.
- Sensitivity needs to be exercised in the choice of all assessment materials and an amanuensis may be helpful in some areas of the curriculum.
- Records should be kept of all meetings with parents and pupils.

Parent Partnerships:

At Appleford members of staff strive to encourage parental involvement by:

- using plain English in communications with parents;
- identifying the linguistic, cultural and religious backgrounds of pupils and establishing contact with the wider community where possible;
- recognising and encouraging use of the first language and
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Conclusion:

Appleford is committed to providing for a range of needs among its pupils and will seek support from outside agencies, as necessary, to ensure fulfilment of this policy.

