



WETHERBY SCHOOL
— KENSINGTON —

English as an Additional Language Policy

Particulars of the educational and welfare provision for pupils with statements/EHC plans and pupils for whom English is an additional language

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Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School Kensington; 'parents' refers to parents, guardians and care

This policy applies to all children in the school, including those in the EYFS.

Wetherby School Kensington
4 Wetherby Gardens, London SW5 0JN



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Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English.

Reception/EYFS boys whose home language is not English will be provided with opportunities to learn and reach a good standard in English to prepare them for later learning. Alongside this, boys will have opportunities to develop their home language in play and learning.

Nearly every boy who enters in Reception has been educated at an English nursery school, so their understanding of spoken and written English is not greatly impacted by speaking another language at home.

A very small number of our intake has learning and assessment requirements, which are linked to their progress in learning English as an additional language (EAL), at Wetherby School Kensington we do not consider a child has special educational needs if their difficulties lie solely with EAL.

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- To give all pupils the opportunity to overcome any barrier to learning and assessment where English is a foreign language
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfill their academic potential
- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English
- To encourage and enable parental support in improving children's attainment

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Strategies

School/Class ethos:

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities and languages, this can be done through displays and pictures as well as the attitude of the adults in the class
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he has the potential to become a bilingual adult
- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. Support may be necessary beyond the time a child appears orally fluent

Teaching and Learning

At the beginning of each academic year, a list is given to all members of staff with the names of the boys who do not speak English at home or speak another language, as well as English, at home.

Teachers will help pupils learning English as an additional language in a variety of ways:

- Differentiate work and resources for EAL pupils
- Have high expectations; expect pupils to contribute and give you more than one-word answers
- Peer pupils with a friend to model and support language acquisition
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Provide a range of reading materials that highlight the different ways in which English is used

- Ensure that there are effective opportunities for talking, and that talking is used to support writing
- Encourage 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 uses of English and other languages support one another
- Celebrate new languages in class
- Visual displays to show English vocabulary and pictures in the classroom to support language learning

We ensure access to the curriculum by:

- Differentiating using accessible texts and materials that suit children's ages and levels of learning
- Providing support through ICT, video or audio materials and dictionaries; readers and amanuenses
- Using the home or first language, where appropriate

Early Years Foundation Stage/Reception

In Reception classes pupils are helped to learn English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing opportunities for children to hear their home languages as well as English
- Ensure that all equipment in class is clearly labelled with visual as well as written names to support English acquisition

EAL and Inclusion

All children in our school follow the full school curriculum. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language and take all reasonable steps to achieve this.

EAL pupils will be supported through a teaching assistant in the classroom working with individuals or small groups to model language structures, allow opportunities for talking, read and scribe, etc. to enable the pupil to complete tasks with understanding. Wherever possible, we do not withdraw children from the classroom.

Where necessary, for those who are functioning behind that which could be expected for their age and time in school, withdrawal support in the form of group or one to one lessons will take place for a set period of time to address a specific language or learning focus. The Head of Learning Support, in conjunction with our Speech and Language Teacher(s) will assess the child and identify if the difficulties lie in language acquisition or a specific learning difficulty and will communicate with the child's parents. The child will then be timetabled for individual or group EAL lessons. The number of lessons depends on the group or individual child's needs but the maximum is two lessons per week. See note below:

SMART targets are written for those pupils requiring one to one or small group EAL lessons. These are written by the Head of Learning Support in collaboration with the pupil and their class teacher.

All EAL children will be regularly assessed to determine their level of English across four different strands: Listening and Understanding, Speaking, Reading and Writing. They will also be assessed against the EAL language steps; New to English, Early Acquisition, Developing Competence, Competence and Fluent. An EAL pupil may appear to be fluent because they can communicate easily however, this fluency can be deceptive. The profile of an EAL pupil can vary across the four strands of language and across different curriculum areas. It is important to have a complete understanding of an EAL pupil to support them throughout their time at Wetherby Kensington.

This policy will be reviewed annually