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## English as an Additional Language Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.

### Introduction

At Laxton Junior School, we are inclusive, and we welcome pupils for whom English is an Additional Language (EAL). As part of our ethos for equality, all pupils have the same opportunities to access the curriculum and some, due to their language acquisition, may require additional support to allow them to achieve their full potential. We are immensely proud of all our pupils, including those who can access our curriculum in a language which is not their first. We have a culture of celebrating all our differences and what makes us unique, and this includes our cultures, countries of origin and our mother tongues.

Our Educational Support Department supports any child with additional needs, which encompasses Special Educational Needs and Disabilities, children with English as an Additional Language or children identified as being More Able and Exceptionally Able. However, a vital differentiation is that each need is seen as separate and therefore has a separate policy. This policy reflects and outlines the specific EAL support our children receive, should this be deemed necessary. While children can fall into more than one category, many do not and the distinction between them needs to be clear so there is clarity for everyone involved.

### Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to LJS
- To implement school-wide strategies to ensure that EAL pupils are able to access all areas of the curriculum
- To help EAL pupils become confident and fluent in speaking, listening, reading, and writing in English, while strongly encouraging them to maintain fluency and confidence in their first language, so they can fulfil their academic potential.
- To provide extensive opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English throughout all aspects of the curriculum
- To encourage and enable parental support in improving children's attainment and progress

### Definition

The DFE defines a pupil has having English as an Additional Language as:

*'A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English' and 'If a child was exposed to more than one language (which may*

*include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English'.*

This means that if a pupil is identified as having EAL when they start school at four years old, they will continue to be recorded as an EAL user throughout their education.

At Laxton Junior School, we recognise the DfE's definition to be of paramount importance in a child's learning and understanding of English, as it forms the basis of their understanding for all subjects. We have a separate EAL list for children who are, according to the above definition, EAL or those who have been or are continually exposed to one or more languages beyond English at home. We believe it is incredibly important to encourage the use of other languages to allow pupils to know who they are and to support them with their identity. We believe that learning in a language that is not a child's first can be a wonderful opportunity and can open doors for the future. However, we also view continued development of a child's native language as vital and encourage this to be supported at home to enhance their overall learning.

As part of our Quality First Teaching and our everyday practice, we are a school whose staff ensure that each child can access the curriculum in order to achieve their full potential. Quality First Teaching is a teaching style that encompasses LJS 'continuous whole school processes to ensure that an emphasis on consistent high quality for all pupils is within the classroom. The teacher uses a variety of strategies to ensure that teaching is inclusive for all learning styles, and uses formative assessment, planning, implementing, tracking, monitoring and reviewing of every child's progress to provide a curriculum that all are able to access.

We apply the DfE's recommendations when they state:

- 'Teachers must take account of the needs of pupils whose first language is not English; monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages'
- 'The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English; teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects'

## Identification

As part of our admissions process, parents are requested to record any language that their child is regularly exposed to at home and/or within their family. For our new pupils joining us in Reception, our staff working in our Early Years classes will observe language as part of all children's induction process. They consider reports from nurseries and gain better understanding through regular communication with parents, both oral and written.

For all other new pupils, Form Teachers, Tutors and subject teachers will be the first point of call to support and, if needed, the Educational Support Team will become involved if the child's level of English is preventing them from making expected progress for their age and for their cognitive abilities.

To ensure all members of staff are clear and up to date with the needs of the pupils in school, all staff have access to the EAL list which details the languages our pupils have been exposed to. This is updated by the Head of Educational Support as regularly as needed throughout the school year.

## Support

If a pupil is deemed to have a need in which they require additional support, teachers will be advised by the Educational Support Team as to strategies for use in the classroom by a Teaching Assistant and/or Form Teacher/Tutor/Subject Teacher as deemed appropriate. Useful strategies including bi/multilingual signs for vocabulary in the classrooms (depending on a pupils' first language), a visual timetable to support with transitions and organisation of the day, and access and use of first language dictionaries and programmes to help with translation.

Support for each EAL pupil will be tailored to their individual needs, following discussions between Form Teachers/Tutors and parents. Some children may require one-to-one language support from a member of staff to assist their learning. Where possible, if a member of staff within the Oundle family is fluent in the child's first language, we will draw on this resource to support an internal assessment of the child's language development in relation to their cognitive ability. This helps us better understand the child as a learner and determine the most appropriate provision. If no suitable internal support is available, we will explore external options involving a native speaker to carry out the same process.

We take each pupil on a case-by-case basis and work through as a team with staff, parents and the pupil to what the right provision would be to ensure the pupil is achieving their full potential. At all times, our communication is open and honest; we work closely with the family to ensure we continually provide them with up-to-date information regarding their child's progress and the provision we are providing in school. We strive to support families in having the same resources and techniques when acquiring language so that the approaches in learning remain consistent for the benefit of the pupil's learning journey.

## **EAL in the EYFS**

In Reception, and as stated in the EYFS Framework, we take steps to provide opportunities for children to develop and use their home language in their play and learning. We also ensure that children have excellent opportunity to reach a good standard of English through their EYFS experiences, and that they are ready to access the curriculum in Year 1. For further details, please see our EYFS Policy.

## **Assessment**

Throughout the curriculum, all our pupils are assessed on a daily basis by means of teacher judgement. If required, pupils who are identified as EAL will have specific, personalised individual targets and steps in their achievement. These are monitored on a daily basis by the Form/Subject Teacher and (where present) the Teaching Assistant. In such cases, targets will be small steps of progress (or short-term) to ensure a pupil can achieve regularly and see their progress rather than a larger or longer-term target. This allows staff to maintain accurate records of progress and attainment, and to ensure up-to-date and regular communication with parents and the Educational Support Team.

## **Equality, Diversity and Inclusion**

We are committed to promoting equality, diversity, and inclusion throughout all aspects of school life, including our support for pupils with English as an Additional Language. We believe that every child, regardless of their linguistic background, ethnicity, culture, or country of origin, has the right to feel valued, included and supported in achieving their full potential.

We recognise the rich diversity that EAL learners bring to our school community and actively seek to celebrate the cultural, linguistic, and personal experiences they contribute.

To ensure equitable access to learning and opportunities, we:

- Provide a welcoming and inclusive environment for all pupils and families
- Ensure that language development needs are met through tailored support

- Avoid assumptions about ability based on language proficiency
- Encourage and value the maintenance of pupils' home languages and cultural identities, while supporting English language acquisition
- Challenge discrimination, bias, or stereotyping in any form
- Ensure staff are aware of and responsive to the needs of EAL learners through ongoing training and development
- We strive to ensure that all children, including those for whom English is an additional language, feel seen, heard, and empowered to succeed both academically and personally

## Monitoring

This policy is monitored by the Head of Educational Support and approved by the Assistant Head Academic and the Head. While it is reviewed biennially, amendments may be made at any time, if necessary, to ensure the policy remains accurate and aligned with current educational practices.

## Linked Policies

This policy links to the following:

- Accessibility Plan
- Admissions Policy
- Assessment Policy
- Curriculum Policy
- Educational Support Policy
- Equal Opportunities Policy
- EYFS Policy
- Marking and Feedback Policy
- Teaching and Learning Policy

<b>Reviewer</b>	Emily Lake
<b>Post of Reviewer</b>	Head of Educational Support
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