



## WESTMINSTER UNDER SCHOOL

### Policy on English as an Additional Language

Written by:	DJ
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Person(s) in charge of review:	Assistant Master, Teaching and Learning

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### Introduction

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

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

This policy applies to all pupils at Westminster Under School, enabling the formulation of strategies that ensure EAL pupils are fully supported in acquiring the requisite English Language skills they require in order to access the curriculum, thereby fulfilling their academic potential. Westminster Under recognises that for some pupils, English will be an Additional Language,

### Principles underlying practice

Westminster Under 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. As the School makes welcome pupils with a variety of linguistic backgrounds, it is vitally important that its English as an Additional Language (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 the 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 all three entry points (7+, 8+, 11+) will invariably have been assessed in their comprehension, writing and verbal reasoning skills. As part of the application process, parents are asked to provide information about languages other than English which are spoken at home; the provision of this information is currently voluntary. All pupils are screened for dyslexia and dyscalculia on entry to the school and this screening highlights limited word recognition and verbal comprehension skills. If there is a need for additional support, strategies and interventions are put in place by the Head of Learning Development. These sessions may take place in class, as a small group or as a one-to-one session by the Head of Learning Development or a specific subject support teacher. Sessions will work on reading/inference skills,

vocabulary and grammar and largely take place in the form of English support from within the English department. These sessions are also adapted according to each individual's needs. Difficulties related solely to limitations in English as an additional language are not SEN but we also recognise that children with EAL may also have special educational needs as well.

Westminster Under School seeks to promote a whole school policy approach through which all members of staff are aware and informed of the needs of all pupils with English as an Additional Language, and provide classroom support where necessary. A list of pupils who have English as an Additional Language is available to all staff on Aptus along with suggested strategies for use in class. The School's practices are designed to enable EAL pupils to access the curriculum and public examinations, and both to help the pupil improve his academic skills and learning strategies and to take responsibility for their own learning.