

Applies to:

- Jack & Jill School Twickenham
- Nightingale House Pre-Preparatory
- Clarence House Preparatory School

Related legislation:

- Early Years Foundation Stage (EYFS) Statutory Framework (2024)
- The Education (Independent School Standards) (England) Regulations 2014
- Race Relation Act 1976 and Race Relations (Amendment) Act 2000

Related policies and documents:

- Curriculum policy
- Special Needs and Disability (S.E.N.D.) policy
- The Bell Foundation EAL Assessment Framework for Schools: Primary

Who is this policy for?

- Staff and volunteers
- Parents
- External agencies

Available from:


- School Office
- SharePoint

Monitoring and Review:

This policy will be continuously monitored and reviewed by the Learning Enrichment Co-ordinator no later than two years from the date shown below.

References:

- "Parents" refers to parents, guardians, and carers.
- "Famly" refers to the School's Management Information System.
- "Staff" includes employees, volunteers, peripatetic staff, external providers (e.g. Springboard Swimmers) or specialist staff provided by an external provider.
- The "School" refers to the Jack & Jill Family of Schools (Jack and Jill School Twickenham, Nightingale House Pre-Preparatory School, and Clarence House Preparatory School).
- "EYFS" refers to The Early Years Foundation Stage which is the curriculum for children from birth to aged 5, including the Reception year group.
- "Strategic Leadership Team" (SLT) refers to the team managing the School, currently including the Deputy Principal, Clarence House Preparatory School Headteacher, Nightingale House Pre-Preparatory School Lead Teacher and Jack and Jill Nursery and Pre-School Lead Teacher.

Reviewer:	Learning Enrichment Co-ordinator (April 2024)
Effective:	April 2024
Next review:	April 2026
Principal's Signature:	

The Jack & Jill Family of Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils achieve their potential.

The Jack & Jill Family of Schools promotes equality of opportunity and anti-discriminatory practice. We ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, or ability. We promote the principles of fairness and justice for all through the education that we provide in our School.

Section One: Policy

1. Introduction

The Jack & Jill Family of Schools aim to ensure that we meet the full range of needs of those children who are learning English as an Additional Language (E.A.L.). This is in line with the requirements of the Race Relation Act 1976 (Race Relations (Amendment) Act 2000).

2. Definition

The term E.A.L. (English as an Additional Language) is used when referring to pupils whose main language at home is a language other than English.

3. Aims

The Jack & Jill Family of Schools aims:

- To make appropriate provision of teaching and resources for pupils for whom English is a second language and for ensuring E.A.L. children can maximise their attainment.
- To identify individual pupil needs.
- To ensure equality of access to the curriculum.

The Jack & Jill Family of Schools aims to ensure that all E.A.L. pupils learn to:

- Use English confidently and competently.
- Use English as a means of accessing the curriculum.
- Where appropriate, make use of their knowledge of other languages.

4. Inclusive Environment

The Jack & Jill Family of Schools is a multi-cultural school where differences are celebrated.

5. Roles and Responsibilities of the E.A.L. Leader

Our E.A.L. Leader is Cara Ventham (Deputy Principal), working alongside Inge Midl (Learning Enrichment Co-ordinator). The E.A.L. Leader is responsible for:

- Overseeing the Identification Assessment process.
- Monitoring the progress and attainment of E.A.L. pupils.

- Ensuring the register of E.A.L. pupils is up to date.
- Ensuring records are maintained and updated.
- Purchasing resources.

6. Roles and Responsibilities of Staff

All staff have a responsibility for supporting and encouraging the development of good spoken and written English, including:

- Initial assessment of E.A.L. pupils' needs.
- Modeling good English and having high expectations of E.A.L. pupils.
- Setting ambitious targets for E.A.L. pupils, and planning and teaching differentiated activities to enable E.A.L. pupils to meet those targets.

7. Curriculum Access in the Early Years

In the Foundation Stage, we plan opportunities for pupils to develop their English and support to help them take part in activities.

8. Curriculum Access in Nightingale House Pre-preparatory School and Clarence House Preparatory School (Reception – Year 6)

All pupils follow our curriculum, which is informed by the National Curriculum and our Curriculum policy.

Language support is provided by the class teacher in the classroom, with curriculum access provided by:

- Using accessible or differentiated texts and visual support materials.
- Utilising 'Google Translate' as appropriate.
- Key features of language, which are necessary for effective participation, will be taught. These might include key words, certain patterns of grammar, uses of language or forms of text.
- Differentiating tasks.

Where required, Learning Assistants support E.A.L. pupils in the classroom and playground; pupils may be withdrawn from task for specific tasks or interventions, e.g., to pre-teach key words.



9. Key Principles for Additional Language Acquisition

Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and, where applicable, to build on their existing knowledge and skills.

Effective use of language is crucial to the teaching and learning of every subject. Language develops best when learnt in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.

10. Planning and Differentiation

Planning provides differentiated opportunities for E.A.L. pupils where appropriate.

11. Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical, and cultural accessibility. Displays and resources reflect cultural diversity. A range of resources are used to support pupils' linguistic development, e.g., games, visual materials, differentiated worksheets, keyword lists, computer software, etc.

12. Assessment

The school will ensure that all E.A.L. pupils have access to statutory assessments, making use of special arrangements, including first language assessment/support where appropriate. Assessment methods are checked for cultural bias, and action is taken to remove any identified bias.

13. S.E.N.D

The Jack & Jill Family of Schools recognises that most E.A.L. pupils needing additional support do not have S.E.N.D. needs. However, should S.E.N.D. needs be identified during assessment, E.A.L. pupils will have equal access to school S.E.N.D. provision as per our S.E.N.D. policy.

14. Parents and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families.

The school is aware of obstacles to communication that may arise for some pupils and families with E.A.L. and knows where to seek advice and support to overcome these. We aim to ensure that our written and spoken communication with families and with the community is clear and effective.

15. Record Keeping

The E.A.L. Lead ensures that:

- A register is maintained of E.A.L. pupils.
- Children's progress is monitored at least termly.

16. Monitoring

Pupils on the E.A.L. register will have their progress monitored within the targets or their group or individually. This will serve as the basis for planning programmes of action, if required.



Section Two: Procedure

17. Identification in The Jack & Jill Family of Schools

On entry, parents outline all languages to which their child is exposed, and the extent to which they are familiar with these languages. Information given by the parents is then used to assess the requirements of the child during their first half term at The Jack & Jill Family of Schools.

The Bell Foundation EAL Assessment Framework for Schools: Primary will be used to monitor the child's starting point and the progress made.

Once this initial assessment has been completed, several approaches may be taken:

- No specialised support is required.
- Additional support provided, and the pupil is added to the E.A.L. register.

18. Provision

Where a pupil is identified as having E.A.L. needs, action will be taken to remove or reduce the barriers to learning. E.A.L. provision may take several forms, depending on the identified individual needs of the pupils.

Records of E.A.L. needs will include:

- Pupil's name
- Class
- Targets with outcomes
- Provision, e.g., additional support or interventions
- Any access arrangements.