CRANMORE

English as an Additional Language Policy

Cranmore's Mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering the individual talents and providing for their needs within its caring Christian community.

Cranmore's values: Faith, Character, Community, Compassion and Intellect.

INTRODUCTION

This policy details our arrangements to recognise and meet the needs of E.A.L. pupils at Cranmore. For this purpose, we define E.A.L. pupils as those whose first language is not English.

CONTEXT

Only a small number of pupils at Cranmore are E.A.L. pupils and their details are recorded in our E.A.L. register. These children speak English as a second language and will typically speak their first language at home with their families.

In addition to this, a second register, the Languages Register, records all those children who speak another language or for whom another language forms part of their family or cultural heritage. This includes, but is not limited to, bilingual children.

While Cranmore is non-selective in the Nursery and for entry into our Reception class, at all other stages pupils undergo entry tests in English and Mathematics. Thus, a certain standard of English and numeracy is required to meet our admissions criteria. Several of our pupils who speak a second language are able pupils and achieve high standards in class.

AIMS AND OBJECTIVES

- To provide our E.A.L pupils with an environment that values their range of language repertoires
- To ensure our E.A.L. pupils have full access to the curriculum
- To ensure that our E.A.L. pupils attain curriculum levels and examination grades appropriate to their abilities
- To ensure that E.A.L. pupils have the knowledge, skills and confidence to understand and express meaning clearly when using written and spoken English

ROLES AND RESPONSIBILITIES

There is a collective responsibility, held by all staff, to identify and remove any barriers that stand in the way of our E.A.L pupils' learning and success.

Admissions Registrar

- To inform the E.A.L Co-ordinator of any new E.A.L. pupils

E.A.L. Coordinator

- Be informed by staff of any E.A.L. pupils
- Ensure all members of the school are aware of the needs of individual E.A.L pupils in school and respond to requests for information about E.A.L. pupils
- Maintain an E.A.L. register and a Languages Register

EDUCATIONAL AND WELFARE PROVISION

E.A.L. pupils have access to the whole curriculum and are usually taught with their peers.

Class/subject teachers

- Are aware that E.A.L. pupils' receptive and expressive vocabulary may not be as developed as their native-speaker peers, that this will have an effect on their written and/or reading work and so use texts and materials when necessary to suit their level of understanding and learning styles.
- Monitor the progress of E.A.L. pupils and their overall achievements within the normal methods of assessment within the school.
- Should a pupil be causing concern, then a referral to the Progress Department would be made in the normal manner for assessment of their needs. E.A.L. pupils are not SEN pupils but provision for support is available if appropriate and if resources allow. This might focus on developing comprehension, vocabulary and writing skills. A visiting Speech and Language Therapist is also available to provide advice.
- Form Teachers are responsible in the first instance for ensuring the welfare of each child including any E.A.L. pupil.

E.A.L. AND INCLUSION

At Cranmore, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. Pupils with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress and take all reasonable steps to achieve this.

Parents of a prospective pupil with an existing statement/EHC plan will be requested to give full disclosure of all documentation regarding their child. Screening and due consideration will be undertaken to ensure as to whether the child's educational needs can be properly met by the school within its resources, that the child will benefit and fit into the Cranmore community, and that existing pupils will not be disadvantaged.

EARLY YEARS

- In the Early Years Foundation Stage, children will be supported to use their home language through play. For example, multi-lingual labels are displayed around the classroom and dual language books are in the book corners and shared with the children. Children are actively encouraged to share their languages with each other. Resources on which reading and writing activities may be based are checked for grammatical, lexical, and cultural accessibility. A range of resources is used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, computer software, etc. Staff will regularly observe, assess and record information about a child with E.A.L.'s developing use of language.
- The Early Years Foundation Stage helps children learning English as an additional language by:
- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- Providing a range of opportunities to engage in English speaking and listening activities, with peers and with adults.

ASSSESSMENT

Assessment of E.A.L. pupils is carried out through the normal methods of assessment used for all pupils.

Cranmore uses Progress tests as well an annual reading and spelling tests to monitor pupils' progress. CATs tests are also carried out to assess ability levels.

Should additional assessment be deemed necessary, the Progress Department has a wide range of tests to assess cognitive ability and attainment levels, as well as further diagnostic assessments (See SEN Policy).

Updated: MC, JP, TH: Jan 2023, Sep 2024, Sep 2025, Sep 2026
Review date: September 2027