



English As An Additional Language Policy

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REVIEW HISTORY

Version No.	Date of Change	Change Summary	Page No
1.0	07/11/2024	Updated branding	
1.0	07/11/2024	Spoken language list updated	3

Children Speaking English As An Additional Language

At Woodland Grange, we believe that all children, irrespective of their knowledge and acquisition of the English language, are entitled to a good quality education with access to high quality teaching and learning. We are committed to providing children with limited English, every opportunity to learn the language, by offering them a reasonably adjusted curriculum with many daily opportunities to develop their understanding, speech and written skills. We value and celebrate the range of home languages at our school and recognise that a facility for language will promote academic progress.

Background

Woodland Grange serves a community which is incredibly diverse in terms of ethnicity and home languages. In October 2024, 68% of the school population speak English as an additional language.

English	126
Not known but believed to be other than English	89
Gujarati	63
Panjabi; Punjabi	51
Urdu	51
No linguistic content; Not applicable	32
Arabic	30
Hindi	13
Turkish	13
Pashto; Pushto; Pakhto	7
Katchi	5
Chinese	5
Hungarian	5
Kannada	4
Tamil	4
Malayalam	4
Assamese	3
Polish	3
Bengali	3
Portuguese	3
French	2
Mauritian/Seychelles Creole	2
Russian	2
Farsi/Persian (Any Other)	2
Chinese (Mandarin/Putonghua)	2
Refused	1
Italian	1
Not known but believed to be English	1
Japanese	1
Greek	1
Romanian; Moldavian; Moldovan	1
Ukrainian	1
Telugu	1
Shona	1
Albanian/Shqip	1
Vietnamese	1

Support from within school

Languages spoken by staff members in school include Arabic, French, Gujarati, Hindi, Kannada, Pahari, Panjabi, Spanish, Tamil and Urdu and the following steps have been taken in order to support children with little or no English:

- Some members of Staff are bi-lingual and can be called upon to translate when necessary. We also use Google Translate for initial support for children who arrive without any English.
- Bi-lingual children and parents are used to support (where appropriate) for the same purpose.
- Children without English on arrival are withdrawn for EAL 1:1 or small group intervention delivered by a Teacher and /or TA. (We use Axcultures: Teaching English as an Additional Language 5-11: A whole school resource file by Caroline Scott and associated 'Learning Village' interactive resources)
- Children may work on a 1:1 with the teacher or learning support assistant or in small groups for classwork.
- Work is reasonably adjusted and scaffolded in class as appropriate in order to engage the child's interest.
- We actively promote the use of the child's mother tongue to support classwork.
- Each year group have an EAL resource box to support work in the classroom.
- Staggered start: If a child has limited English language skills on entry to school, they may build up to full-time attendance as part of the support plan.

We recognise that there are children, with limited knowledge of English language who may find it difficult to access the full curriculum. We do not propose to withdraw children from any particular aspect of the curriculum as all children have an entitlement to a broad and balanced provision but there may be times that we need to prioritise rapid acquisition of English language.

Recording progress

Ongoing records of children's progress are kept by the EAL teacher and any support staff working alongside the child and are shared with class teacher on the staff share. This informs future planning of activities and teaching.

Bilingual children will be assessed regularly (including soon after entry to school) using the Bell Foundation EAL Assessment Framework for Schools. This will be used to monitor progress and indicate the level of on-going support needed from year to year.

A record of EAL pupils language levels will be passed to the next teacher at the end of each academic year.