



English as an Additional Language Policy

1. Policy aims

- This policy aims to set out how our school will support and make provision for students who have English as an Additional Language (EAL) and to explain the roles and responsibilities of everyone involved in providing for students with EAL.
- The EAL Policy details how Wendover Online School will do its best for any student whose first language is not English and will ensure that teachers in the school are able to provide for those students who require additional language support.
- We set out to enable students with EAL to join in the activities of the school along with those whose first language is English so far as is reasonable and practical.
- Wendover aims to ensure that all EAL students feel that they are part of the school community and are able to make transitions between key stages and educational establishments.
- The policy aims to support all staff in providing whole school approaches towards the provision of support for learners of EAL.
- All teachers are teachers of students with EAL. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response.
- Needs and adjustments will be considered on an individual basis.

2. Fundamental Principles

Wendover Online School sets out to ensure that:

- Teachers are aware of the importance of early identification and of providing for the EAL students they teach.
- EAL students' needs are met.
- The cultural views of students, parents and carers are heard and considered when making decisions about the provision the student receives.
- EAL students are offered full access to a broad, balanced and relevant curriculum.
- Bilingualism is understood as a positive ability.
- Teachers are appreciative of the central nature language plays in our identity and to expand their knowledge of the languages in their classroom.

Wendover Online School will ensure:

- We will work collaboratively to ensure that the child's language needs are met to enable their equal access to education within our provision and beyond.

- Teachers and support staff will be informed of best practice to enable a child to access education through Wendover. They will also be supported with relevant training and information to help the student develop appropriate language learning strategies.
- A distinction is made between EAL and SEND.

3. Identification and assessment

To identify areas where language support is required, the following are in operation and learner language information gathered:

- Initial discussion with parents or carer of the student at the point of enquiry.
- Application form information.
- Taster lessons.
- Initial assessments in English and Maths.
- Reports from the student's previous school.
- An English Language Test (Cambridge Assessment), including an age-appropriate extended writing task.

4. Roles and responsibilities

The Director of Teaching and Learning will:

- Have day-to-day responsibility for the implementation of this EAL Policy and the co-ordination of language support provision made to students whose first language is not English.
- Provide guidance to colleagues and work with teachers to ensure students receive appropriate language support.
- Advise on the cross-curricular approach to providing EAL support.
- Advise on the deployment of resources to meet student's language needs.
- Analyse regular assessments of progress to identify areas that would benefit from further support and/or adjust support accordingly.
- Liaise with Heads of Key Stage and the 1:1 tutor to evaluate the impact of EAL support for the student.

The Heads of Key Stage will:

- Monitor student progress by consulting with the student's 1:1 tutor and liaising with subject lead teachers to ensure that support for EAL is being effectively delivered.
- Work with the Director of Teaching and Learning to ensure teachers are well-supported.

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with Subject Leads, Heads of Key Stage and the Director of Teaching and Learning to plan and assess the impact of language support and how links can be made to classroom teaching.
- Ensuring they follow this EAL policy.

5. Our approach to teaching students with EAL

Teachers are responsible and accountable for the progress and development of all the students in their class, in consideration of the student's individual needs.

All teachers who work with the student will be aware of their English language needs, the outcomes sought, the support provided and the teaching strategies or approaches the learner requires.

High-quality teaching is our first step in responding to students who have EAL. This will be differentiated for individual students in line with the expectations indicated with regards to Quality First Teaching.

Teachers involved in teaching EAL learners have access to subject specific professional development and join in-house CPD sessions to ensure the provision for EAL learners is of a high standard.

EAL students are enabled to develop their skills and demonstrate their understanding of subjects. Their comprehension can, at times, be more advanced than their ability to convey this in English. An EAL learner's potential to participate in the curriculum may be higher than their communicative skills in the online classroom.

EAL learners with a special educational need and/or disability (SEND) will be recognised as part of our initial student assessment steps as set out in our SEND Policy.

We will also provide the following interventions where required according to individual needs:

- Pre-tutoring support via 1:1 tutorial or additional English sessions in the timetable
- Homework support
- Differentiated work to enable success and progression
- Scaffolded tasks in lessons to facilitate learner participation
- Building learning on successful prior learning
- Using IT to support the learning and offer solutions to barriers which may exist
- Making instructions clear for learners to understand and follow by teaching in concise, graded language
- Confirming learning with the use of questioning techniques
- Using a variety of learning styles to reflect the way that a student receives information, be this visual, kinaesthetic, auditory.
- Interventions will be individual to the student to enable success.

6. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, using breakout rooms to enable checking of learning.
- Adapting our resources, staffing and allocated teaching time.

- Using recommended aids, such as laptops, the use of bilingual dictionaries and thesauruses, the recording of lessons where necessary etc.
- Providing learners with appropriate vocabulary lists, visuals and graphics to access content in lessons.
- Differentiating our teaching, for example, pre-teaching of key vocabulary, displaying written instructions to mirror those spoken, etc.
- Asking students to report back what they are being asked to do.
- Revisiting learning to secure understanding.
- Using a variety of teaching resources both hard copy and online resources for embedding learning at the student's pace.

7. Additional support for learning

Lessons are taught in classes of no more than 6 students; where necessary additional 1:1 support may be put in place in agreement with parents and carers.

All students are allocated a personal tutor who will monitor and reassure them in their learning journey.

Support will be reviewed on a termly basis to ensure that the right provision is in place for the individual student.

Policy review

This policy is designed to set good practice standards. However, the school recognises that best practice develops over time and, as such, will update it regularly in light of experience and as a result of changes in legislation or its own internal organisation and policies. As with all Wendover policies, this policy will be reviewed according to our comprehensive policy review calendar.

Date policy reviewed: August 2024

Date of next review: June 2026