

# ENGLISH AS AN ADDITION LANGUAGE POLICY STATEMENT

## SEPTEMBER 2025

INTENT	IMPLEMENTATION	IMPACT
<ul style="list-style-type: none"> <li>North West London Jewish Day School is an inclusive school.</li> <li>As part of our policy of inclusion we welcome all pupils and provide excellence and equality in education for every child</li> <li>We aspire to cultivate the maximum potential of our pupils regardless of ethnic group, age, disability, special educational needs and gender.</li> <li>All students will have equal opportunities to participate fully in both academic and social activities and are encouraged to be active participants of our school.</li> <li>We are committed to making appropriate provision for all pupils including those for whom English is an additional language.</li> <li>We recognise the importance of addressing each child's individual needs whilst valuing the skills and diversity they bring to the school.</li> <li>At North West London Jewish Day School, the curriculum is taught in ways that enable each child to access it equally.</li> <li>It is our aim that a wide range of activities be planned and organised to stimulate our pupils' interests, instill within them a love of learning and make children aware of the contributions made to the curriculum by role models from diverse cultures. The development of our children is a collaborative approach between the child, parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li><u>Ensure thorough integration of new pupils into the school:</u>  <i>In advance of joining:</i> <ul style="list-style-type: none"> <li>All new parents and pupils meet with the Head Teacher and the class teacher they will be joining. This familiarisation meeting is an opportunity to gather further information regarding any specific language needs the child might have and the level of English spoken by the parents and family. This meeting will also be an opportunity for teachers to clarify school/class routines and includes a tour of the school and other classes in order to meet other pupils and class teachers.</li> <li>Families will be sent a Welcome Pack for children, which will contain pictures of the school and their teachers and a parent brochure which will detail provision and support offered for EAL learners.</li> <li>On joining the school, parents of all pupils will complete forms which gather data on languages spoken at home; details of previous schooling, in the UK and/or abroad; religious and cultural background in addition to other relevant data. The administration staff are available to support parents with the completion of these forms.</li> </ul>  <i>Upon joining:</i> <ul style="list-style-type: none"> <li>Class teachers and the EAL coordinator will be advised of new arrivals in advance and on the first morning at school, class teachers will clarify procedures such as lining up at start of day and pick up at end of day.</li> <li>Teachers will also assign new pupils a buddy who will support the child throughout the first week (longer if necessary). The buddy will ensure that the new pupil has a friend to play with at play times and direct them to the toilet, canteen, etc.</li> <li>All school staff, including class teachers, teaching assistants and Lunch-Break Supervisors will be made aware of the linguistic needs of new EAL pupils.</li> <li>Early Stage EAL pupils in EYFS will be given frequent opportunities to develop their speaking and listening skills. This also allows them to improve their social interaction in an environment where they can choose from a range of child-initiated activities including role play, painting, construction, puzzles, exploring science and materials and more.</li> <li>Children joining further up the school will receive personalized provision (detailed on the class provision map) within the classroom and if necessary, outside of the classroom in order to meet their individual needs. This will include assessment of English language proficiency and First Language and may also include out-of-class one-to-one or group intervention.</li> </ul> </li> <li><u>Ensure all members of staff are aware of their responsibilities for meeting the needs of EAL pupil:</u>  <i>Teachers' responsibilities</i></li> </ul>	<ul style="list-style-type: none"> <li>All pupils with English as an additional language will be able to access the complete curriculum and reach the same level of attainment that they would have reached in their main or other home language.</li> <li>EAL learners will achieve results at least as good as any of their English-only speaking peers.</li> <li>The impact will be evaluated in different ways: <ul style="list-style-type: none"> <li>By observation in the classroom.</li> <li>Looking at planning.</li> <li>Looking at children's work and identifying how they have become independent learners.</li> <li>Looking at records of progress / assessment.</li> <li>Observing and taking photographs of showcases of learning.</li> <li>Discussion with children and teachers.</li> </ul> </li> </ul>

Class teachers are responsible and accountable for the progress for all pupils in their class including EAL children. First quality teaching, including differentiation and use of a multi-sensory approach ensures that the individual needs of every child in the class are met.

It is the responsibility of the class teacher to:

- Produce effective planning that identifies the key role of all support staff
- Using visual and auditory resources including those identified by the practice of Quality First Teaching.
- Allow for collaborative group work
- Provide frequent opportunities for speaking and listening
- Providing effective role models of speaking, reading and writing
- Provide additional verbal support e.g. repetition, alternative phrasing, peer support
- Offer additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Make use of bilingual resources e.g. dictionaries, online support, bilingual pupils, texts, key word lists/mats, etc.
- Make writing frames available, appropriate to tasks
- Timetable opportunities for activities which encourage communication such as role play
- Encourage discussion before and during reading and writing activities, using home language where appropriate.
- Reviewing texts and speech in all subjects prior to teaching with a view to preparing for explanations of unfamiliar vocabulary and phrases.
- Use a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical, etc.
- Correct the use of children's grammar (spoken and written), as appropriate, and allowing them time to repeat corrections to the teacher.
- Identify if a child needs support beyond the classroom and consult with the EAL coordinator
- Giving pupils with EAL access to the curriculum as quickly as possible and providing EAL learners with frequent opportunities to hear and read good models of English.
- Plan appropriate activities to extend the knowledge and use of English in different contexts for EAL learners.
- In discussion with the EAL coordinator, provide additional in-class and withdrawal support to EAL learners as appropriate to their development and needs.
- Encourage pupils to share in the planning and evaluation of their learning and to undertake responsibility for their learning.

*Teaching Assistant Responsibilities:*

It is the responsibility of Teaching Assistants to:

- To support class teachers in providing opportunities for EAL learners to access the curriculum to the best of their abilities.
- To provide additional support to EAL learners, sometimes alongside non EAL learners, as appropriate, whether in the classroom, or in small groups outside the Classroom as directed by the Class Teacher. When this is the case, specific

	<p>instruction and differentiation should be clear on planning and/or appropriate training should be provided.</p> <p>It is the responsibility of the EAL Coordinator to:</p> <ul style="list-style-type: none"> <li>○ To attend Pupil Progress meetings and monitor whole school data, EAL Proficiency and use the EAL Assessment Framework to ensure all children on the EAL register are making expected progress.</li> <li>○ Assess pupils with EAL to establish their need and progress.</li> <li>○ To maintain and update the EAL Register/Provision Maps with information regarding English proficiency, knowledge of other languages and provision provided.</li> <li>○ Ensure pupils use English confidently and competently as a means of learning across the curriculum.</li> <li>○ To provide support and advice for all staff working with children on the EAL register as well as their parents.</li> <li>○ To communicate with the school office ensuring census and EAL register are consistent and regularly updated.</li> <li>○ Make use of their knowledge of other languages to enhance the understanding of the whole school community, as appropriate</li> <li>○ Develop an understanding of pupils' home languages and celebrating this through school initiatives.</li> <li>○ Ensure areas of the school are labelled in common languages such as the main hall, classrooms and toilet as well as objects within the classroom such as windows, doors and items of stationary.</li> <li>○ Put up an EAL welcome display at the entrance to the school.</li> <li>○ Provide pre-prepared games and teaching resources for the teaching of EAL. These can be borrowed for use in class or for pupils to use at home with their parents.</li> <li>○ Set up an EAL library including bilingual dictionaries, stories/text from different cultures, non-fiction texts about role models from different cultures and ethnicity as well as dual language books and talking pens to support pupils in using their own language in school.</li> </ul>	
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