



LAMBROOK

---

NURTURING  
POTENTIAL  
SINCE 1860

# Children with English as an Additional Language

---

This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

February 2025

Review Date: February 2027

## Contents

LAMBROOK'S AIMS .....	3
Introduction .....	4
Aims specific to the Policy .....	4
Objectives .....	4
Strategies .....	4
Curriculum Access.....	5
Assessment .....	5
Education and Welfare Provision.....	5
Partnership.....	6
Conclusion.....	6
References .....	6
Related Policies.....	6
Appendix 1 .....	7
EAL resources.....	7
EAL Teaching Programmes.....	7
Appendix 2 .....	7
General information for new teachers of EAL students. ....	7

## LAMBROOK'S PURPOSE

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two. During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, mature, considerate and thoughtful young adults who are outward looking global citizens.

### Inspiring

Inspiring pupils from Nursery through to Year 8, ensuring an outstanding level of education from our exceptional staff.

### Nurturing

Nurturing all pupils through an outstanding level of pastoral care, enabling them to flourish in a happy environment.

### Providing

Providing pupils with an abundance of opportunities to discover, develop and showcase new talents.

### Preparing

Preparing our children for the next stage of their educational journey by giving them the skills for scholarship and Common Entrance entry at leading Senior Schools.

### Equipping

Equipping our children for the ever-increasing challenges of the world in which they live; giving pupils the skills and the confidence to understand technology, the environment and other cultures better, thus enabling them to make a difference in the world, both now and in the future.

## **Introduction**

The term EAL (English as an Additional Language) is used when referring to pupils whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

### **Aims specific to the Policy**

1. To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
2. To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
3. To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.
4. To provide a supportive environment to promote the understanding, skills and attitudes that will aid self-fulfilment and development as responsible citizens.

### **Objectives**

1. To assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
2. To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
3. To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum management.
4. To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### **Strategies**

Teachers take action to help children who are learning English as an additional language by various means. Spoken and written English is developed by:

- a. teaching vocabulary ensuring that this covers everyday use of English, technical words, key words, metaphors and idioms;
- b. providing access to early reading and spelling skills where appropriate;
- c. explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- d. providing a range of reading materials that highlight different ways in which English is used;
- e. ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- f. encouraging children to transfer their knowledge, skills and understanding of one language to another;
- g. building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.

## **Curriculum Access**

All children in our school follow a broad and balanced curriculum. Children with English as an additional language are expected to follow this curriculum, although it may be in a differentiated form.

- a. We withdraw children from lessons to receive EAL support. The Learning Support Teacher from the Learning Development Team (LD) will work in partnership with class teachers to ensure maximum benefit from the additional lessons.
- b. An appropriate programme is devised using materials suitable for EAL students, which is linked, when possible, with the curriculum.
- c. Children in the Nursery and Pre-Prep are given additional spoken English practice individually or in small groups. Class teachers recommend children who they feel will benefit from short, weekly lessons. These lessons provide a supportive, structured environment where EAL children are encouraged to speak in full English sentences.

In addition to the support provided by the EAL support teacher, every subject/class teacher has responsibility for the language development of the EAL learner.

Access to the curriculum is provided by:

- a. using accessible texts and materials that suit children's ages and levels of learning;
- b. providing support through ICT, video or audio materials, dictionaries and translators, spell checkers, readers and amanuenses;
- c. using the home or first language if this is possible.

## **Assessment**

Careful assessment is undertaken by staff in the LD Team to ensure that the learning needs of the pupil are met. We carry out ongoing recording of attainment and progress in line with agreed school procedures and those currently in practice for the Common Entrance examinations. Special arrangements are made where necessary for tests and examinations in line with guidelines currently in force for Common Entrance examinations. Care is taken when assessing EAL learners who might also have Special Educational Needs (SEN).

## **Education and Welfare Provision**

Teachers, Teaching Assistants and Pastoral Leaders play a pivotal role in identifying and supporting vulnerable children, both with and without SEN. Regular meetings of the Pastoral Leaders identify students who appear vulnerable or who may have undiagnosed needs in the above areas and ensure that vulnerable students are identified, and that appropriate support/provision is put in place as swiftly as possible. We provide extended pastoral support for students to improve their emotional and social development in the following ways:

- In the Prep School, pupils have opportunities to spend time with the LD Team to build social skills, self-esteem, confidence and resilience. Small group or 1-1 sessions are provided for pupils who would benefit from this support
- There are always opportunities for pupils to talk with members of the Learning Development Team.
- The School has a counsellor; referrals are arranged through the Designated Safeguarding Lead.

- Pupils with SEN are encouraged to be part of the school council or other leadership responsibilities.
- Pupils with SEN are also encouraged to be part of after-school activities to promote teamwork/building friendships, resilience etc.
- Any pupil concerned about bullying can share their concerns with a trusted member of staff or via email to [welisten@lambrookschool.co.uk](mailto:welisten@lambrookschool.co.uk) and there is a link to Childline on the pupil portal.

## **Partnership**

We aim to work in partnership with the child and their parents to achieve maximum progress.

## **Conclusion**

The best progress in language learning is made when subject/class teachers and EAL support teachers work together with the cooperation of the pupils themselves and their parents. EAL students usually make rapid progress.

## **References**

- The Education (Independent School Standards) (England) Regulations 2003 as subsequently amended (SI2003/1910)
- [Equality Act 2010](#)
- [www.direct.gov.uk/en/Parents](http://www.direct.gov.uk/en/Parents)
- [www.education.gov.uk/schools](http://www.education.gov.uk/schools)

The following public bodies provided guidance documents used in the preparation of this policy:

- The Department for Children Schools and Families (DCSF)
- The Disability Rights Commission (DRC)
- The Equality and Human Rights Commission (EHRC)

## **Related Policies**

- Accessibility Plan
- Anti-Bullying
- First Aid Policy
- Admissions
- Feedback
- Teaching and Learning
- SEND

## Appendix 1

### EAL resources

Hounslow Language Service Assessment Pack (KS2)  
Teaching English as an Additional Language Programme 7-11 years  
Primary National Strategy – Excellence and Enjoyment

### EAL Teaching Programmes

Windows on the World (Older students)  
New Stepping Stones (Year 1-5)  
New Chatterbox (Year 1 – 3)

Themed readers for English language learners  
Coded reading rods  
Sentence Building Dominoes  
Jet Primary Teachers resources book  
Hounslow Language Service KS2 Beginners Scheme of Work  
Maths Workbook  
KS2 EAL Advanced Literary Activities  
Penguin English Guides  
Oxford Photo Dictionary  
Picture Dictionary

Russian/English Dictionary  
Spanish /English Dictionary  
French/English Dictionary

Animal Bingo  
School Bingo

Basic Vocabulary Photo Cards  
Talk about Pictures  
Same difference Cards

There is a selection of books suitable for EAL pupils in the school library.

## Appendix 2

### General information for new teachers of EAL students.

Every child is unique. They will respond in different ways to the same stimulus but there are some general factors that are worth noting.

1. The older the child the more difficult they will find it to understand what is going on in the classroom. Children entering Year 5 and above will need most support.
2. The children will have had different levels of exposure to English prior to arriving at the school – some will have come from areas that have a different alphabet and so may not be able to access written English.
3. Letters have different sounds in different languages so even if vocabulary is written down the child may not be able to recognise the spoken word to which it refers.

4. 80% of communication is received from non-verbal clues. EAL children will be able to pick up a lot of information by reading these clues and following what other children are doing.
5. When EAL children are first at the school they are likely to be very disorientated. Not only do they have to function in an alien environment, but they may not be able to ask for help or articulate exactly what is the problem.
6. They will probably feel very isolated and lonely; they have lost their old friends and are unsure of the social norms of their new country.
7. It is very tiring trying to communicate in another language. Children will quickly get information overload and will need to rest by taking part in non-language based activities.
8. It is difficult to remember foreign vocabulary particularly if it is not fully understood and used immediately and constantly. New language must be repeated and used in context.