



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

St Paul's Steiner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

At St Paul's Steiner School we celebrate children's differing cultures, backgrounds and languages. The School values the contribution which all children make in bringing their culture and language to enrich the School environment. We aim to offer an inclusive education in which the child's first language is acknowledged and encouraged to develop alongside their acquisition of English. The teaching that each child receives should respect and support the child in every way possible.

Having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of learners with EAL are not identical, neither are they mutually exclusive.

The School will assess, monitor and support all learners with EAL in their acquisition of English language skills across the curriculum.

The School shall endeavour to ensure that:

- All learners with EAL participate in and gain access to the Steiner Waldorf Curriculum.
- Attain levels appropriate to their intellectual ability.
- Work with a growing degree of confidence.
- Continue to use their first language with pride and confidence.
- Use a range of language, including everyday English.
- Learn to express themselves in both spoken and written English.
- Express themselves confidently in a range of situations, on a variety of subjects, to differing audiences.

It is the role of the SENCO to facilitate these aims by:

- Assessing the children soon after they enter the school.
- Consulting parents/carers to gain knowledge of their child's previous experiences.
- Contacting the child's previous school if applicable.
- Planning, feeding back and assessing with the child's class teacher.
- Planning with outside agencies with the child's class teacher, if necessary.
- Meeting parents regularly during the year with the child's class teacher.
- Being sensitive to children's differing experiences.

It is the role of the Class Teacher to facilitate these aims by:

- Planning, feeding back and assessing with the SENCO, outside agencies and any other relevant support providers.
- Meeting parents regularly during the year with the SENCO.
- Planning work to the appropriate level of the child.
- Maintaining high expectations of standards of work.

The School will provide equal opportunities to all our children, regardless of gender, race or disability.

TBR Nov 2019