

Frensham Heights Language Policy

This policy applies to all students at Frensham Heights, it is applicable to the whole school community including those pupils in the Early Years Foundation Stage (**EYFS**).

For the purposes of this policy, a heritage language learner is a person studying a language who has some proficiency in or a cultural connection to that language through family, community, or country of origin.

Aims of this policy

We strive to address the particular challenges of those students who are learning in a language other than their heritage language by providing an integrated, well-implemented English as an Additional Language (EAL) approach across the school. Frensham endeavours to integrate students' cultural and linguistic heritage throughout the curriculum.

Teachers' responsibilities and professional development

Frensham recognises that all teachers are also English language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their teaching.

At Frensham there are EAL Learning Support Tutors who provide EAL support where there is an identified need. The Teacher in Charge of EAL provides support to teachers of other subjects in the use of differentiation and language acquisition strategies and to ensure that subject teachers receive necessary support and professional development for integrating language acquisition strategies.

English as an Additional Language

The number of students at Frensham for whom speaking English as an Additional Language (EAL) presents a barrier to access to the curriculum is very small. The needs of such students are usually identified as part of the admissions and selection process. In some cases, it is appropriate to recommend a course of intensive EAL tuition prior to enrolment - this will be discussed with parents during the admissions process.

Across Frensham, students requiring additional language support will be identified in discussion with parents during the admissions process or through the class teacher's observations once the pupils have joined the school. When a need has been identified, a plan will be drawn up in collaboration with teachers, parents and the student. This will focus on those areas of need presenting barriers to the student's learning. The Teacher in Charge of EAL will coordinate the delivery and evaluation of the plan as appropriate. Further support and 1:1 lessons may be organised, the cost will be borne by the parents. Occasionally additional support will be sort from the Surrey Race, Equality and Minority achievement service and this may also result in a cost for assessment or in-class support.

If a particular need is identified, EAL Learning Support Tutors will work closely with the student, providing individual or small-group support, setting targets and liaising with teaching staff to ensure that the curriculum can be accessed. Where appropriate, the Teacher in Charge of EAL, in consultation with the Director of Support for Learning, will also advise on access arrangements in

public examinations. EAL support can be discontinued when the Teacher in Charge of EAL is satisfied that the student no longer requires additional provision.

Support for EAL students and those with a heritage language

Students beginning their academic journeys with us who are regularly exposed to languages other than English, or are considered bilingual, are carefully monitored. Information is shared with the teachers of those students to ensure that any additional needs are identified early and additional strategies are put in place where appropriate. Young learners are not always able to explain what their language experiences are so liaison between school and home is vital. Frensham recognises the importance of providing opportunities for children to develop and use their home language(s) in play and learning particularly in the younger years.

Language development is promoted through the use of adult modelling, talk partners, talk frames and the general expectation that students respond in full sentences. It is acknowledged that a child's conversational fluency may mask gaps in academic language proficiency. Strategies to support this may include pre-teaching of key vocabulary, multilingual displays, subject or situational word banks, language games played as a whole class and in small groups. All opportunities to encourage pupils to use home languages and English accurately, with flair and confidence, are actively sought.

Language A

All students study English Language and English Literature in their timetabled English lessons. All lessons apart from Modern Languages lessons are delivered in the English Language.

Language B

Junior School

All students have French lessons from Nursery with a Modern Language specialist teacher.

Key Stage 3

Studying a Modern Language is encouraged for all students in Years 7-11 at the Senior School. French, German and Spanish are currently offered from Year 7.

Key Stage 4

Many students study at least one modern language at GCSE as part of their options. This is either in French, German or Spanish.

Support for language learning

When a student has been identified with language difficulties which do not arise because English is an additional language, intervention and support are provided in line with Frensham's policies on Special Educational Needs and Disabilities. If after discussion with the Support for Learning Department, Head of Modern Languages, Deputy Head (Teaching and Learning) and parents, there may be a change to the curriculum if it is deemed appropriate for the student in question. This is decided on a case by case basis, as having a Special Educational Need or Disability does not preclude a student from studying a modern language. Some of the support lessons for children with SEN do

take part in the Modern Languages lessons to support their development in the core subjects.

