



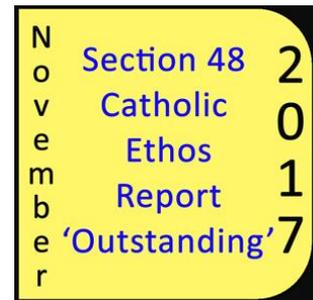
Saint John Wall Catholic School

A Catholic School For All



Mission Statement

'To educate each and every unique child in our care to hear and respond to what God calls them to be'



English as an Additional Language (EAL) Policy

There are, a great many kinds of languages in the world, and no kind is without meaning. If then I do not know the meaning of the language, I will be to the one who speaks.

1 Corinthians 14:10-11



Introduction

Saint John Wall Catholic School has a history of accepting children from a wide range of backgrounds, over a long period.

Initially from the Indian subcontinent, the Caribbean and Vietnam. These communities are now mostly second and third generation British born but many still speak their mother tongue at home.

The schools current intake is predominantly European (with Polish, Italian/Indian and Romanian children, being the majority) and Central African with a smaller number from Iraq.

There are currently approximately fifty-seven languages spoken in school.

New arrivals are taken into the school throughout the year and into all year groups in Key Stage 3 and only Year 10 in Key Stage 4.

EAL Pupils at Saint John Wall Catholic School

- New arrivals with high levels of literacy in their own country.
- New arrivals with no or little prior education.
- Pupils with varying lengths of prior education in the UK.
- British born pupils with different levels of literacy in their mother tongue and English.
- Economic migrants.
- Asylum seekers.
- Unaccompanied minors.

Definition of English as an Additional Language

The definition used is : Pupils who live in two languages, who have access to or need to use two or more languages, at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages.

Induction

- Initial interview with parents, child and interpreter. Collection of documents from country of origin.
- Assessment:
 - In mother tongue – writing and reading.
 - Maths baseline test – translated where possible.
 - Science baseline test – translated where possible.
 - Nonverbal, Math and skills test.
 - Observation.
 - EAL staged assessment in English if appropriate.
 - A language in common – ongoing assessment.
- Induction period. This varies based on pupil need, numbers and staffing from:
 - Two days to three weeks full time.
 - Two weeks – half days (just for assessment).

- After this period, pupils are phased into lessons starting with PE, Art, Music and Maths. Only in exceptional cases are pupils kept out of class for longer than three weeks (e.g. school refusers, pupils with low literacy levels in general).

The EAL Aims of the School

- To welcome all new arrivals.
- To ensure the identification of all pupils requiring EAL provision.
- To celebrate and value the linguistic and cultural diversity of its pupils.
- To ensure all pupils' entitlement to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that EAL pupils take as full a part as possible in all school activities.
- To ensure that parents of EAL pupils are kept fully informed of their child's progress and attainment.
- Be aware of the wide range of EAL needs e.g. no prior school, high academic needs.

Staffing

The EAL staff comprises:

Mrs P Wisniewska-Kawecka	-	Head of EAL
Miss S C Pop	-	Bilingual teaching assistant

Admissions

The Governing Body believes that the admission criteria should not discriminate against pupils with EAL. The Governing Body has due regard for the practice advocated in the Race Relations Amendment Act 2000, in that, 'Active steps are taken to ensure that the admission process is fair and equitable to pupils from all ethnic groups' and 'Steps are taken to ensure that the admission process is fair and equitable to pupils from all ethnic groups'.

- School Admission Form.
- EAL Admission Form.
- Interview with guardian using interpreter where necessary.
- Collection of documents from previous school Education/Health/Social.

Inclusion

This policy builds on our school Equal Opportunities Policy, recognising the entitlement of all pupils to a balanced, broad-based curriculum. Our EAL policy reinforces the need for teaching that is fully inclusive.

Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting, the objectives set out in this policy.

- 1 Maintaining appropriate EAL inclusion unit.
- 2 Providing a warm and welcoming environment.
- 3 Purchase and maintenance of appropriate resources (including dual language where available).
- 4 Research and collect resources on line.

Identification, Assessment and Provision

At Saint John Wall Catholic School, we have adopted a whole-school approach to EAL policy and practice. Every effort is made to ensure that pupils identified as having EAL needs are, as far as possible, fully integrated into mainstream classes and into all aspects of the school and have full access to the National Curriculum in the light of what is stated in Standard 5, which says that all teachers must:

Have a clear understanding of the needs of all pupils, including those with special educational needs.

Those of high ability.

Those with English as an additional language.

Those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them.

(DFE, 2013:8)

Early Identification and Assessment

Early identification of pupils with EAL is a priority and four strands of development are used in order to assess a bilingual pupil's progress in English.

- Prior educational experience both in Britain and/or in the country of origin.
- Skills in first and other languages including literacy skills.
- The whole language experience of the bilingual pupil.
 - At home.
 - At school.
 - In the community.
- Realistic expectations in relation to age and ability of peer group.
- Teaching and assessment materials reflecting the pupil's cultural and literacy experience.
- Assessment materials that identify cognitive ability in Maths/Science – using where appropriate whole school assessment materials – translated if needed.

Admission Guidelines

When admitting Newly Arrived developing bilingual pupils:

- Admissions Team liaises with the EAL coordinator.
- Initial assessment of proficiency in English by EAL teacher.
- First language(s) assessment when possible.

- Pupil timetable and pastoral provision organized by EAL team, taking into account the pupil's needs.
- The pupil is placed according to their ability not their current linguistic ability in English (in sets for Maths and Science).
- The pupil is placed with another pupil with a shared language, if feasible and appropriate.
- Staff are informed about the pupil's linguistic, cultural and educational background, skill and potential needs via the 'EAL Pupil Information for Staff Form.'
- Involve pupils in planning/agreeing their own targets.
- Induction period in EAL unit that matches pupil's need.

The Range of Provision

The main methods of provision made by the school are:

- Assessment of proficiency in English by an EAL teacher.
- Staff informed the pupil's educational, linguistic and cultural background.
- Early Stage EAL learners given access to a dual language dictionary, a bilingual glossary (where appropriate).
- EAL information/strategies available to the staff updated regularly via training sessions.
- EAL 'Initial language targets' set for early EAL Stage learners.
- Full time education in classes, with additional help and support by class Teacher.
- Limited withdrawal to work with an EAL teacher (Literacy catch up lessons).
- First language support if possible.
- First language examinations taken by pupils if possible.
- Transition sets in English and Science.
- Key Stage 4 ESOL option.

Working Effectively with an EAL Teacher

The EAL teacher's support role:

- To assist in meeting the educational and linguistic needs of developing bilingual pupils.
- To support and advise in the assessment and monitoring of developing bilingual pupil's English language proficiency, language development and achievement.
- Planning, preparing and delivering lessons and workshops for groups and individuals.
- To plan with mainstream staff to meet the needs of developing bilingual pupils.
- To support the class teacher in enabling developing bilingual pupils to gain access to, and achieve throughout the curriculum.
- Designing and producing teaching materials.
- Language learning is more effective if it takes place throughout the curriculum.
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Monitoring EAL Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap in English between pupils and peers.
- Prevents the attainment gap widening.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Is likely to lead to Further Education, training or employment.

Where teachers decide that a pupil's learning is unsatisfactory, the Faculty Team Leader is the first to be consulted. The Faculty Team Leader and teacher will review the approaches adopted. The second point of contact is the EAL coordinator. If necessary, the EAL coordinator will liaise with the Special Educational Needs Coordinator.

EAL and Special Educational Needs (SEN) and Gifted and Talented

The identification of pupils who may have SEN and whose first language is not English requires particular care. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. The following paraphrases Sections 6:14-6:16 English as an Additional Language, Special Needs Revised Code of Practice 2001.

- Consider context of home, culture and community.
- Lack of competence in English may not indicate SEN.
- Early assessment across the curriculum.
- Seek information from primary schools.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The EAL coordinator will maintain the records and ensure access to them. In addition to the usual school records the pupil's profile will include:

- A minority ethnic background sheet.
- EAL Ages and Stages sheet(s).
- EAL stages and skills progression sheets.
- EAL teacher records (interventions).
- Parental contact.
- Bilingual assessment report (if undertaken).
- Information from other agencies.

The role of the EAL Coordinator

- Overseeing the day-to-day operation of the policy.
- To lead the EAL team.
- Monitoring achievement of EAL students and providing aggregated information.

- Coordinating the provision for pupils with EAL.
- Overseeing pupils' records.
- Liaising with parents.
- Making a contribution to staff Continuous Professional Development.
- Training, liaising with and supporting staff to improve the quality of Teaching and Learning.
- Liaising with external agencies.
- Pursuing appropriate personal professional development.

The Role of the Subject Teacher

The Acts and strategies referred to at the start of this policy clearly acknowledge the importance of the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, EAL pupils.
- Collaborating with the EAL Coordinator to collect information on EAL pupils, to decide the action required to assist the pupil to progress.
- Developing constructive relationships with parents.
- Ensuring their teaching and learning styles, subject content, resources and lesson structure suit the learning needs of EAL pupils.
- Using information, guidance and strategies about EAL pupils. (The information is available on the J drive in EAL folder).

Partnership with Parents

Saint John Wall Catholic School firmly believes in developing a strong partnership with parents, who have a unique overview of the pupil's needs and how to best to support them, for this will help enable pupils with EAL to achieve their potential.

Continuous Professional Development (CPD)

Staffs are encouraged to attend courses that help them to acquire the skills needed to support EAL pupils. Part of the EAL role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with EAL pupils.

EAL Policy Review

The school considers the EAL Policy document to be important and, in conjunction with the Governing Body, regularly undertakes a thorough review of both policy and practice. The outcomes of this review are used to inform the School Development Plan.

Ratified by Governors: 15/10/2018

Review: 15/10/2021

(This policy will remain in force beyond the review date if no updates are required)