



# 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**

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that multilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

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

## **School's context**

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, nowadays from different parts of Europe as well. These communities are now mostly second and third generation British born but many still speak their mother tongue at home.

The school's current intake is predominantly European (with Polish, Italian/Indian and Romanian children, being the majority) and Central African with a smaller number from the Middle East.

There are currently approximately fifty-four community languages spoken in school.

## **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.
- To 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
Mr A Rosellon	-	Languages Learning Co-ordinator

## **Admissions and induction**

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.

A number of stages are used to support the admissions process:

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

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 organised 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.

During Initial interview with parents, child and interpreter school collects documents from country of origin and a child undergoes a number of initial assessments. Many baseline tests are translated into mother tongue in order to discover learners true abilities.

If necessary pupils have Induction period. This varies based on pupil need, numbers and staffing.

## **Classroom Provision and monitoring**

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.

The main methods of provision made by the school are:

- Assessment of proficiency in English by an EAL teacher (EAL stages).
- Staff informed the pupil's educational, linguistic and cultural background (class charts).
- 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.
- 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 (Home Language GCSE).
- Key Stage 4 ESOL/Entry English/ASDAN option.

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.

- 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. This will be mainly done by up to date record keeping of EAL stages.

## **Roles and responsibilities**

### ***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.
- To Design and producing teaching materials.

### ***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.
- Updating EAL pupils' information on Class Charts

### ***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 and on Class Charts).

### **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 supply of online resources.

## **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)**

Staff 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: 06/10/2021*

*Review: 06/10/2024*

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