



The St James and Emmanuel Academy Trust



EAL Policy

Our Mission Statement is:

Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential.

Our three key values we embrace are:

Belonging, Believing and Becoming

Links to Rights Respecting:

A2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

A29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

A30: Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live

Policy Statement

St Wilfrid's CE Primary School has a number of pupils who use English as an additional language and we value cultural and linguistic diversity as a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming, nurturing environment in which children feel accepted, valued and motivated; enabling children to become confident speakers and writers of English in all areas of the curriculum.

Policy Guidelines

The policy is specific to EAL but operates in conjunction with other school policies and guidelines which will also indicate provision for EAL.

1.1 Planning for learners with EAL

- All teachers are responsible for building strategies into planning to support the language development of EAL pupils, structuring lessons appropriately and seeking guidance from the EAL Lead (Deputy Headteacher), Headteacher, phase leaders and the Ethnic Diversity Service (EDS) when required.
- Accurate information on pupils' needs, attainment, progress and targets should be maintained in an accessible and manageable form by the class teachers.
- Learning an additional language may present a challenge to curriculum access but must not be confused with learning difficulties.
- Pupils will continue to need support with specific subject and academic language for longer than the two years it normally takes to become proficient in the social forms of English.

1.2 Teaching and Learning

- In all areas of learning for pupils with English as an Additional Language, we follow the teaching and learning procedures for the school as laid out in our separate Teaching Statement.

2. Inclusion

- The school provides work within the whole curriculum which is appropriate for the abilities of all children. Children should be allowed to develop skills and knowledge in relation to their ability and educational needs. Teachers should provide work that is stimulating, challenging and inclusive for all children so as to enable them to take an active part in each lesson and help them reach their full potential.

2.1 Integration into the school of EAL pupils

- New pupils should feel welcomed with a special friend who preferably speaks the same language. If this is not possible, then they should be allocated a special friend and an identified adult (TA or Lunchtime Supervisor) to look after them at play and lunch times.
- We will ensure a supportive environment for EAL children, with appropriate signs, labels, resources and books to help them.
- We will encourage children and families to share their culture, language and religion.
- EAL pupils need effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, non-threatening contexts will enhance progress in all areas.
- Pupils in the early stages of learning English should be encouraged to speak in their mother tongue, if appropriate, transferring to English as they become more proficient.
- EAL pupils should be taught subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate.
- All school staff will be made aware of the linguistic needs of individual EAL children.

3. Equal Opportunities

- All children in school are encouraged to take an active part in all lessons in the classroom regardless of race, gender, class, ability and religion. Teaching and learning for EAL learners in all areas of the curriculum should promote positive attitudes to differences in these areas. We aim to promote the development of a positive attitude to different cultures, a respect for oneself and tolerance of others.

4. Bilingual Support, Monitoring and Assessment

- When a new EAL child arrives at our school, the Class Teacher will organise for the child to be assessed and the child's particular needs to be communicated to all relevant staff.
- The Class Teacher will monitor and assess pupils using Key Stage appropriate assessment criteria if appropriate. In EYFS, the child will be assessed using 'Development Matters' which feeds into the Early Learning Goals across 7 areas of learning. The NASSEA steps are completed at least termly to show levels of proficiency.
- Each child's needs and areas for support will be identified and discussed with the phase leader. This will be discussed further at pupil progress meetings.

- The SLT will analyse and monitor achievement of EAL pupils in comparison with the school as a whole.

5. Resources

- Resource costs for supporting EAL pupils need to be identified and linked to the needs and learning targets for pupils

6. Role of key personnel to manage the support of EAL pupils

- The EAL Lead will liaise with the Ethnic Diversity Service Staff and other external agencies where required on issues of placement, assessment, BTAs, teaching strategies and support networks for parents.
- The EAL Lead will liaise with personnel across the Academy Trust to share resources and good practice, obtaining/giving support where required.
- The EAL Lead, Headteacher and Phase Leaders will support staff in applying effective strategies in the teaching of EAL pupils.
- The EAL Lead is responsible for ensuring that phase leaders identify support for children and develop a timetable for this support. The timetable is regularly reviewed and teaching staff are informed.
- The EAL Lead and Attendance Lead are responsible for communicating with Office Staff to ensure that data held on SIMS regarding children's ethnicity, culture and language needs is kept up to date.
- The EAL Lead is responsible for ensuring that the EAL assessment files are kept up to date.
- The EAL Lead, Headteacher and Phase Leaders will monitor provision and support for EAL learners in the school.
- The EAL Lead will contribute to the School Improvement Plan and report to leadership teams and governors as required.

6.1 The Role of the Class Teacher

- Teachers will liaise with the EAL Lead to develop effective teaching strategies for EAL learners. All teachers have been provided with 'Managing Provision for EAL pupils' pack and a copy can be found in the Shared area/ EAL folder on the school server. The pack includes all NASSEA steps, starter pack, assessment pack, parent questionnaire and a new arrival checklist.
- Teachers will monitor EAL pupils' progress and seek advice from the EAL Lead as necessary.
- Teachers will regularly review tasks and pupil progress and adjust as necessary.

- Where an EAL Pupil is also a SEN pupil, the identified learning difficulty will be discussed and planned for by the class teacher with the SENCO and EAL Lead involved.