Growing and Achieving Excellence, Inspired by Faith

St Joseph's Catholic Primary School

'With God in our hearts, we learn and grow together on our journey through life.'

English as an Additional Language (EAL) Policy

St. Joseph's Catholic Primary School
English as an Additional Language
Date of Review: Autumn 2023 ***Date of next review: Autumn 2025***

AIM:
To enable all EAL pupils, and their families, to participate fully in all aspects of school life.

Background:
The intake of pupils at St Joseph's reflects the richness of the multicultural and linguistic diversity of communities living near the school: approximately half of children in the school have English as an additional language and they are at varying stages of English Language acquisition. The term EAL is used to describe children who have English as an Additional language and have the need to develop fluency in speaking, reading or writing in the English language.

Objectives:

1. To enable EAL pupils to become effective users of English.
2. To ensure that all EAL pupils are given equal access to the National Curriculum
3. To ensure that new EAL pupils are supported and integrated into the school through the EAL Induction Program.
4. To enable all EAL pupils to participate fully in all aspects of school life.
5. To strengthen links and build a working partnership between the school, parents, borough and community groups.

Success Criteria:
- EAL children meet or exceed learning targets
- EAL parents' involvement in school life is established
- Pupil voice shows that EAL children are happy with all aspects of school life and are engaged with the learning
- The school website provides information in different community languages

Teaching and Learning Approaches:

Identifying and Targeting
The class teacher identifies the needs of newly arrived pupils by an initial assessment procedure and liaison with the EAL teaching assistant. Targeting of EAL pupils is achieved through an assessment of language needs according to the QCA document 'A Language in Common'.
Statistics on numbers of EAL pupils are updated every term.

Provision
Support for pupils for whom English is an additional language in schools is currently funded by the School Governors. The teacher responsible at the school is the SENDCo and she is supported by an EAL TA. They support children across EYFS, KS1 and KS2.

Strategies for Supporting EAL pupils
EAL children are supported in the classroom or withdrawn in small groups for pre-teaching activities, depending on their level in the acquisition of English and on the subject imparted. A planned programme of work tied closely with class topics ensures that all EAL children are given equal access to the National Curriculum. Differentiated work using a range of resources, story packs and visuals, dual language texts, iPads and games enables this support to be effective.

Another strategy is to pair EAL learners with children in other ability groups.
It is important for all staff to know that the first language plays a vital role in the acquisition of the second language. Acknowledgement and recognition of the first language can facilitate the acquisition of the second language. Wherever possible, the first language should be used to help children gain access to their understanding of English. (See Teaching and Learning policy).

EAL pupils with special needs.
EAL children with learning difficulties are identified by the SENDCo and EAL TA as well as the class teacher during the Individual Support Induction Plan and any concerns are discussed with the SENDCo. Teachers will then liaise for early assessment and additional support. SEN/EAL resources are stored in the EAL teaching room and PPA room.

Equal Opportunities

We actively seek to promote racial equality. All children are given the same opportunities in all areas of the curriculum regardless of ability, gender or ethnicity. Children with English as an additional language are given support, and resources are selected to reinforce the teaching. Throughout the National Curriculum, there are many opportunities for multicultural work and these are also reinforced in other areas of the curriculum.

Monitoring and Assessment

All targeted children are monitored using the QCA's booklet "A Language In Common". Children are assessed once a term and records of attainment in writing, reading and speaking and listening are kept by the SENDCo. The progress is measured using the 'best-fit' descriptors, ranging from A for new to English to E for fluent speaker. Level A pupils are placed within a New to English band on the EAL assessment form.
Dated samples of work are also collected to show progress throughout the term.
Close liaison with class teachers takes place through assessment meetings to discuss children's access to the National Curriculum and to agree levels.

Home-School links

Informal meetings and formal school parent meetings take place to discuss children's progress in school. Parents are kept up to date with school circulars and newsletters. The school's admission form takes into account EAL children's mother tongue language.

Resources

St Joseph's has a bank of EAL resources which are kept in the EAL teaching room and the Infant library. These comprise:
- story packs and visuals
- language games
- dual language books
- multicultural books about other cultures and countries
- Bilingual dictionaries in main languages for children

Programme of Induction for Children New to English
Induction procedure

- Child and parent/carer visit the school and meet with Headteacher, SENDCo, Class teacher and EAL TA
- Background information is gathered, including ethnic origin, country of origin, country of birth, nationality and citizenship
- If required, an interpreter is arranged
- Admission form is completed and copied to staff working with a child
- EAL TA works closely with child for first 2 weeks helping them to become familiar with the school, routines and key words

- The aim is to make child feel secure and comfortable in the school environment
- Family are given key documents in their first language (where available) and communicated through other means where not available
- Child is assigned a class/playground buddy and if possible an older child who speaks their language
- Child is assessed on the Extended scale and small step targets agreed
- EAL TA works closely with class teacher to design an appropriate programme of work and deliver pre-teaching sessions
- Year group team uses inclusive teaching strategies to enable the child access to the curriculum
- SENDCo and EAL TA supports class teacher in liaising with parent/carers on child's progress

Evaluation and Review

This policy will be kept under bi-annual review.