



St. John the Baptist
Catholic Primary School

We will prepare the way by loving, living and learning with the Lord

EAL POLICY

February 2024

Audience: Staff, governors, parents/carers

Frequency of Review: Annually

Postholder Responsible for Review: Sinead Drust

Recommended Associated Documents:

- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy

Review – February 2025

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at our school are given the best chance possible to reach their full potential.

At St John the Baptist Primary School we aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Systematically monitor pupils' progress, and use all available resources to raise the attainment of pupils with EAL.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

1. Lead teacher responsible for pupils with EAL

1.1. The EAL co-ordinator is Mrs S Drust and her responsibilities include:

- Overseeing the monitoring and assessment of children with EAL.
- Ensuring an appropriate use of resources to support pupils with EAL.
- Aiding staff in effective communication with parents and finding translators where appropriate.
- Exploring various possibilities to ensure important information is shared with parents.

2. The role of school staff members

2.1. All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Providing a good model of spoken English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

3. Inclusion

3.1. The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.

4. Classroom practice

4.1. Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

4.2. Classroom activities will be matched to pupils' needs and abilities.

4.3. Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

- Grouping pupils in mixed ability groups to develop language skills.
- 4.4. Classroom displays will reflect cultural and linguistic diversity.
 - 4.5. Assessment methods will allow pupils to show what they can do in all curriculum areas.
 - 4.6. Visual supports are utilised where possible.

5. Access to the curriculum

- 5.1. The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:
 - The language and learning demands of the curriculum are analysed and support is provided as appropriate
 - Visual support is utilised to provide greater understanding of key concepts.
 - The support requirements of pupils with EAL are identified and the support is made available.

6. Assessment

- 6.1. Assessment for EAL learners at St John's includes the following key principles:
 - We recognise prior learning, including proficiency in first language
 - Assessment will arise from, and inform, teaching and learning
 - We involve adults who know the pupil well e.g. parents/carers
 - We involve learners directly
 - New arrivals will be given a few weeks to settle before judgements are made

7. Special educational needs and/or disabilities (SEND)

- 7.1. A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.
- 7.2. A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage.
- 7.3. Assessments of SEND of pupils with EAL will involve EAL specialists along with SEND specialists.
- 7.4. Where appropriate, the school will arrange an assessment in the child's first language.
- 7.5. SEND support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

- 7.6. The school will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

8. Working with parents and carers

- 8.1. Liaison with parents/carers is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:
- Actively seek to put parents/carers at ease by providing a welcoming environment conducive to productive discussions.
 - Provide interpreters for meetings when needed.
 - Ensure the language used in letters to parents/carers is clear and straightforward.
 - Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
 - Where necessary, provide translations of school documents to parents/carers of pupils with EAL.
 - Encourage parents/carers to attend parents' evenings and participate in school events.
 - Invite parents/carers to school to help with class activities, such as cooking, reading and class outings, where appropriate.

9. Policy review

- This policy is reviewed every year by the EAL Co-ordinator, the review date for this policy is February 2025.

