



St. Michael's School

English as an Additional Language (EAL) Policy

SCOPE: This policy applies to all pupils, including those in the EYFS

This policy is a statement of our school's aims and strategies to ensure that EAL pupils are supported to fulfil their potential and to develop their talents.

“Non quis – Sed quid”

Not who (you are) but what (you are)

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 bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including our ethos, curriculum, equal opportunities and promoting language awareness.

Aims

This policy aims to raise awareness of the school's obligations and to identify, support and provide education and welfare for pupils with English as an Additional Language (EAL) so that they are afforded every opportunity to make progress and fulfil their potential.

Identification

Information is gathered about each child's ethnicity and home language(s) at the point of entry to the school. This information, as provided by the parent, is recorded on the school's information management system and is shared with staff.

Assessment

Staff will use opportunities during familiarisation visits to assess each child's language ability paying particular attention to those who are known to have EAL. Discussions may be had with parents, where possible, about the child's general language development in the home language. On the basis of this assessment appropriate support will be planned by the class teacher.

Support

The extent of the support is necessarily variable depending on the age and ability of the individual child. Many children with EAL require no additional support and their learning needs are met in the same way as for children for whom English is their first language. However, it is recognised that some children with EAL may be thinking and processing information in a language other than English and so may require some additional time to answer questions or complete tasks. It is also recognised that children with EAL are learning in an additional language and so subtle nuances of the English language or technical vocabulary may need additional explanation; this same principle applies even more when children are learning another language from English.

Provision

St. Michael's is committed to the welfare of all our pupils and supporting and challenging them to make optimum progress. To achieve this aim a variety of teaching and learning strategies will be used with all pupils, including those with EAL. To support their developing communication skills in an additional language the following strategies, and others, may be used by teaching staff to engage and include children with EAL:

- ✓ Speaking clearly and repeating instructions/explanations using a variety of vocabulary
- ✓ Using non-verbal communications (e.g. hand gestures or pictures) to support verbal communication
- ✓ Displaying key vocabulary in the room or on the board
- ✓ Having word lists available for use, if required
- ✓ Allowing children time to answer questions
- ✓ Providing opportunities, where possible, for children with EAL to play and learn in their home language (e.g. games in the home language)
- ✓ Not forcing a child to speak if they are not ready to (particularly in whole class activities)
- ✓ Providing small group activities which offer opportunities for verbal communication in a more relaxed atmosphere
- ✓ Promoting the development of English through focussed support (e.g. high priority reader)
- ✓ Plan a curriculum that is appropriate and accessible (e.g. building on previous learning and breaking learning activities up into manageable pieces)
- ✓ Staff seeking opportunities to demonstrate value for the home languages of children in the class
- ✓ Developing good relationships with parents

The above principles will be used in the provision of pastoral care and reasonable adjustments will be made as necessary.

Additional Support

Children with EAL whose progress is causing concern owing to a suspected learning difficulty, will be referred by the class teacher to the Deputy Head (EAL co-ordinator) who in turn will refer to the SENCo for an assessment in line with the SEN policy. The assessment results will be used to determine further steps or strategies that may be needed. Parents will be informed and involved in the discussion with the form teacher/SENCo. If required, the child will be placed on the learning support or SEN register and additional support will be provided by the SENCo.

Monitoring of progress

Along with other pupils the progress of children with EAL, including their acquisition of English, will be monitored on an on-going basis using informal and formal assessments. Assessment data will be used to review the provision already in place.

Approval

This policy was reviewed by the full governing body on 5th March 2018, and it was approved for full adoption.

S. Tompkins

March 2018

Review

June 2020