

# St Augustine's Academy



## English as an Additional Language (EAL) Policy

Approved by:

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NA

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*'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'*

*Matthew 5:16*

“Let your speech always be with grace, as though seasoned with salt, so that you will know how you should respond to each person.” *Colossians 4:6*

### **Statement of intent**

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

Pupils with EAL will face various difficulties throughout their academic life. Their aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. 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.

This policy has been established to ensure all pupils with EAL at St Augustine’s Academy are given the best chance possible to reach their full potential.

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.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils’ progress, and adapt policies and procedures accordingly.
- Ensure all children’s languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

### **Teacher responsible for pupils with EAL**

The teacher responsible for pupils with EAL is the Deputy Headteacher. Their responsibilities include:

- Overseeing the assessment and targeting of children 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.
- The induction of newly arrived pupils.
- Liaising with teaching staff.

- Advising on strategies to support and include pupils with EAL.
- Providing advice regarding inclusive curriculum materials.
- Developing relationships between the school and parents of pupils with EAL.
- Securing and providing training to ensure staff development.
- Supporting staff on equal opportunity and race equality issues.

## **Support**

In-class support and small group work is utilised as soon as the student can be successfully integrated into the classroom environment.

## **Inclusion**

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 student'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.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- 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.
- Schemes of work may be adapted by classroom teachers to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

## **Classroom practice**

Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability. Classroom activities will be matched to pupils' needs and abilities. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the student's first language expertise.
- The provision of writing frames, word banks, scaffolded materials
- The use of visuals and manipulatives.
- Language skills will be developed through:

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

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.
- Classroom displays will reflect cultural and linguistic diversity.
- Assessment methods will allow pupils to show what they can do in all curriculum areas.
- Bilingual dictionaries to be available to aid pupils with EAL.
- Visual supports are utilised where possible e.g. Widgeit

### **Access to the curriculum**

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.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom.
- Staff training will be delivered to support delivery of the curriculum to EAL pupils.

### **Whole school language development**

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In plans, teachers should consider the following questions:

- What opportunities are there to explore ideas orally and collaboratively?
- How can teachers (or additional adults or other children) model the key subject language needed?
- What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?

### **Language and literacy experiences of EAL learners**

- Some pupils already have good language and literacy skills in two or more languages
- Some pupils are beginner EAL learners have never learnt to read or write in any language.

- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school
- Some pupils have SEN with language or literacy needs
- All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum increase and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

### **Beginner EAL learners**

Research shows that it takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to;

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement
- Additional support in class and some small group literacy teaching will be beneficial in the early stages

### **Working with parents and carers**

Liaison with parents 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 at ease by providing a welcoming environment conducive to productive discussions.
- Discussions will be had with parents about their child's level of schooling prior to movement to the school.
- Provide interpreters for meetings when needed if possible or use tools such as Google Translate
- Ensure the language used in letters to parents 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, ensure translations of school documents are carried out and provided to parents of pupils with EAL e.g. signposting to website
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.

### **Special educational needs (SEN)**

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

### **Monitoring progress**

- The monitoring of pupils' progress is shared between all staff working with that child
- Individual student profiles are updated following assessments and reviewed on a termly basis to identify and address problems.
- Bell Foundation language Acquisition toolkit will be used for those at the earliest stages of language acquisition.