SAINT NICHOLAS SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Approved by:		Date: 28/01/2025
	Headmaster Chair of Governors	
Last reviewed on:	January 2025	
Next review by:	January 2026	

Note: This policy applies to all sections of the School including EYFS

This policy:

- Is non-contractual in nature;

- Can be adjusted by the School to suit specific circumstances;

- Can be varied unilaterally by the School.

School ethos/aims

Our school ethos aims places a major emphasis on the individual, creating a 'home from home' environment that knows and values every individual in their own right. Each child has his or her own talents and abilities, and we aim to encourage each one to develop their special strengths and to grow in confidence and self-esteem. Our mission is to provide a tailored learning experience which celebrates and promotes each individual's unique journey.

Purpose

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

Definition

In defining EAL we have adopted the following definition:

'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

Introduction

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.

- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress each term in class conference and curriculum meetings in order to make decisions about **classroom management and curriculum planning.**

Provision

The pupil's needs should be identified through the admissions process and if applicable, added to the EAL register (found as part of the learning support register). Pupils are assessed and supported using the graduated approach where individual needs can be differentiated for and met through careful planning and the monitoring of progress. Where possible and appropriate pupils with EAL are taught within the classroom setting with their peers, however pupils may also be withdrawn from lessons and provided individual guidance and support. If necessary, additional support may be put in place depending on the individual need and where appropriate specialist advice may be sought to inform best practice. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and subject knowledge and understanding will be necessary to confirm that no learning difficulties are present. The ability of pupils with EAL to take part in the curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.

Teachers should take action to help pupils with EAL by, for example:

(a) Developing their spoken and written English through:

- Ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms and making subject-specific language clear in lessons.
- Explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects.
- Providing a variety of reading material for example, pupils' own work, the media, ICT, literature, reference books that highlight the different ways in which English is used, especially those that help pupils to understand society and culture.
- Ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects.
- Where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages.
- Building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

(b) Ensuring access to the curriculum and assessment through:

- Using accessible texts and materials that suit pupils' ages and levels of learning.
- Providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses.

- Using home or first language, where appropriate and/or possible.

Review

Support and review is by way of routine assessment and meetings where parents are invited to meet with the SENCo, and class teacher. During this meeting new targets where necessary are mutually agreed and ideas for support at home may be suggested.