

St. Alphege CE Federation of Schools

English as an Additional Language Policy (EAL)



'To develop a love of learning and life in a caring and Christian community'

Aims:

The aims of our EAL Policy and practice in these schools are:-

- To provide a welcoming environment in which pupils will learn most effectively.
- To provide support to pupils with EAL needs.
- To plan and teach lessons using learning styles most appropriate to EAL learners.
- To provide an inclusive curriculum.
- To celebrate home languages.
- To monitor pupils closely using the Solihull EAL Tracker.
- To support pupils who are at risk of under achieving.
- To work in partnership with the Local Authority EAL Team for advice and support.
- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- To work in partnership with parents/carers and children in order to help them to be the best they can be.

What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English.

Definitions of an EAL Learner:

A first language, where it is other than English, is recorded where a child was initially exposed during early development and continues to be exposed to this language in the home or in the community ...

Where a child was exposed to more than one language (which may include English) during early development, the language other than English is recorded, irrespective of the child's proficiency in English. (DFE)

School Context:

St Alphege CE Infant School.

22 Languages are spoken at St Alphege CE Infant School.
20% of pupils have a home language in addition to English.

St Alphege CE Junior School.

22 Languages are spoken at St Alphege CE Junior School.
31% of pupils have a home language in addition to English.

Key principles for additional language acquisition

- All pupils have entitlement to the National Curriculum.
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the learning and teaching of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.

- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity; teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language; literacy in home language enhances subsequent acquisition of EAL.

Learning and teaching

- Collaborative planning and differentiation.
- Additional school interventions or support e.g. paired reading.
- Access to LA EAL Service support.
- Withdrawal only for specific purpose, time-limited and with links to work in the mainstream.

Identification, assessment and monitoring

- Pupils will initially be identified through the School Language Survey form and admission form.
- Pupils will be assessed with reference to the Solihull Profile of Competence.
- Progress be tracked using the Solihull EAL tracker and the school assessment systems.
- Parents will be kept up to date of pupils' progress initially via class teacher.
- Access arrangements for KS2 SATs will be adhered to.

Pupils with possible additional needs

We have an agreed procedure for working with other agencies (see SEND Policy)

We are able to screen our pupils using Language Link; this will enable the teacher to identify and plan for specific language needs.

We recognise that pupils who are EAL learners can be AG&T in their home language.

Resources

- Support from EAL Team.
- List of apps to support EAL pupils using the iPads.
- List of useful websites to support EAL pupils and families.
- Resource links.
- Parents/carers and the wider community.
- Synergy coffee mornings planned

We are currently developing resources to include bilingual dictionaries, dual language books, sight words in other languages and apps.

The EAL lead is responsible for ensuring pupils are given appropriate support in and outside the classroom environment and will monitor the progress of this support.

International New Arrivals:

At St Alphege Schools we define new arrivals as children who have not had a consistent education in this country for the past year.

We are working with the EAL team to develop our induction and initial assessment procedures to ensure the smooth transition of EAL pupils joining our schools

English as an Additional Language Policy - Federation - 2017 Version 1

Adopted and overseen by Curriculum Committee March 2017. Review date: March 2019.

Staff development

- The schools ensure on-going professional development and engage in the Synergy Professional Development Programme.
- The Solihull EAL Team regularly update and train staff as required.
- EAL lead teachers:
 - Infant School: Mrs Rosemary Hope
 - Junior School: Mrs Carrie Broadfield

Review and evaluation of policy

This policy will be reviewed every two years and will be presented to the Governing Body in March 2019

Links to other policies

- SEND
- Social Moral Spiritual and Cultural (SMSC)
- Able Gifted & Talented (AG &T)
- Single Equalities
- Access Improvement Plan