



## **St Christopher's School** **(including the EYFS)**

### **English as an Additional Language (EAL) Policy**

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 will face various difficulties throughout their academic life. Pupils' 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.

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 the school 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 that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.
- 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.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.
- To encourage and enable parental support in improving children's attainment.

## **Role of Staff**

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

- Ensuring all written work includes the technical requirements of language as well as the meaning
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of 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.

## **Classroom Practice**

Teachers must have high expectations of all children regardless of English ability. As described in our Curriculum Policy, all learning and activities will be matched to pupils' needs and abilities.

Possible strategies that could be used to support children with EAL include:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.
- Visual supports are utilised where possible

Language skills will be developed through:

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

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 aid and model language.
- Classroom displays will reflect cultural and linguistic diversity.

## **Assessment**

- School Registration Form (See appendix 1) identifies pupils where English is their second language
- We will assess pupils' ability in English in relation to communication, language, and literacy skills
- We carry out on-going recording of attainment and progress in line with our Assessment Policy
- We offer Termly Tracking to consider the progress of every child in the School
- We keep a register of EAL children to ensure that any specific needs are monitored and each child is supported according to need
- to a child's next school of any difficulties with learning because of their EAL

### **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.
- Assessments of SEN of pupils with EAL will specialists .
- SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

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

### **Monitoring EAL**

All children, including those identified as requiring EAL support are continually monitored. When appropriate planning, groups, teaching, learning and/or resources will be adapted according to need.

Signed *K Park*.....  
Mrs K Park  
Chair of Governors

Signed *A C Thackray*.....  
Mrs A C Thackray  
Headteacher

Reviewed Date        October 2021

Next review            October 2023

## Appendix 1



Dear Parents,

In line with our EAL (English as an Additional Language) Policy and Register, we ask all parents for clarification about the languages spoken at home. Please could you indicate below if any additional languages are **regularly** used in the family home.

Child's Name \_\_\_\_\_ Class \_\_\_\_\_

Languages spoken at home \_\_\_\_\_

The **main** language spoken at home is:

English: ☐

Other: ☐ Please specify which language \_\_\_\_\_

Any other information we should know: (e.g. Grandparents speak another language, child attends a language school etc)

Parents signature \_\_\_\_\_ date \_\_\_\_\_

Please complete and return to school

Thank you