



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

This policy supports the following rights, taken from the United Nations Convention of rights of the child (UNCRC).

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture, or nationality is.

Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.

Article 7- All children have the rights to a name that should be officially recognised by the government and a right to a nationality (to belong to one country).

Article 22- All children have the right to a special protection and help if you are a refugee (if you have been forced to leave your home and live in another country).

Article 29 – Every child’s education must develop their talents and abilities.

Article 30 - All children have the right to practice their own culture, language, and religion or any you choose.

### **Equality Impact Statement:**

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, race, religion or belief and sexual orientation

### **Introduction**

This policy states St Ignatius’ Catholic Primary School’s approach towards identification of and meeting the needs of children who have English as an additional language. This policy applies to all children (including their parents), from our Early Years provision to Y6.

### **Definition**

EAL is defined as: ‘a child whose first language is not English’ encompassing children who are fully bilingual and all those at different stages of learning English.’ EAL children 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.
- Seeking Asylum or have refugee status.

EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

### **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.

### **At St. Ignatius' Primary School we believe that:**

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum.
- The school environment should promote language development through the rich use of language, IT and visual prompts.
- EAL learners make the best progress within a whole school context, where children are educated with their peers.
  - The school structure, pastoral care and overall ethos help EAL children integrate into the school whilst valuing diversity.
- Bilingualism should be viewed as a positive and life-enriching asset.
- Parents and prospective parents should be provided with the particulars of our EAL provision via our website, which can be translated in several languages.

### **Teaching and Learning**

Staff can help pupils learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary, pre-teaching vocabulary and using translation tools where needed.
- By setting appropriate expectations, encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.

- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

### **Identification and Assessment**

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil. We will assess children's use of language through:

- Information from the application form.
- Information from parents/guardians.
- Information from initial assessments and observations.
- Information from the previous school (where this is possible).

Assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil. Termly assessment of level of language acquisition will be carried out to ensure that challenging bespoke targets to accelerate progress are in place. Interventions are personalised, time limited and are monitored to ensure accelerated progress. We use the NASSEA framework to assess the EAL children and set targets according to the assessments' outcomes.

### **NASSEA EAL assessment system structure**

The assessment tool used at St Ignatius' Primary School is the NASSEA framework. This is broken down into the essential areas of language acquisition: Listening and understanding, Speaking, Reading and Writing.

In turn, each area is measured in Steps which look at the level of competence of individual children: Step1, Step 2, Threshold (Step 3), Secure (Step 4), Consolidating(Step 5), Competent (Step 6) and Independent (Step 7).

### **On arrival at St Ignatius' Primary School:**

The new children will be given a "buddy" who will help them learn the school routines.

They will be sat in a "triangulated" position with children who speak their own language and those who can also model good English.

The children will be allowed to settle in for a few weeks before being assessed.

Teachers will use the translation app, where necessary, to update parents of their children's progress.

Survival communication fans will be provided so the non-verbal children can have their needs met.

### **Provision**

Learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. School resources, including books in the library and equipment in the Early Years will reflect cultural diversity and be in a variety of home languages. Teachers have responsibility for ensuring that children can participate in lessons.

### **Monitoring and Recording**

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL children in their class whilst they are in their care. The EAL Coordinator collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages).

### **Special Educational Needs and EAL**

Some EAL children may have a special educational need and in such cases children will have equal access to school SEND provision, in addition to EAL support. EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

### **Children who are Looked After**

Unaccompanied Asylum-Seeking Children (UASC) and those children from asylum seeking/ refugee families, who are in care, are identified by the designated teacher for looked after children and provision reflects their linguistic and cultural diversity and additional challenges experienced by the identified learners. Funding allocation also reflects this additional need.

### **Policy review**

This policy is reviewed annually by the Headteacher, EAL coordinator and the school's SENCO. The scheduled review date for this policy is September 2025.