



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

EAL Policy

Reviewed September 2023

Next review September 2024

Our Mission Statement

**'Believe, Belong, Be the Best
that you can Be'**

*"Whatever you do in word or deed,
do everything in the name of the
Lord." Colossians 3:17*

Introduction

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school.

Throughout this policy, and in other related policies and documents, these pupils are referred to as 'EAL pupils'.

Aims

- To be proactive in removing barriers that stand in the way of our EAL pupils learning and success.
- To meet our responsibilities to our EAL pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To provide our EAL pupils with a safe, welcoming , nurturing environment where they are accepted, valued and encouraged to participate.

School Objectives

- To ensure that all our EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure all our EAL pupils attain curriculum levels appropriate to their abilities.
- To seek and make use of appropriate advice, guidance, support and training.
- To monitor the progress of our EAL pupils' acquisition of English, of their general achievement and of their attainment through the use of the EYFS Profile and school tracking systems and Statutory Assessments in KS1 and KS2. In addition any new arrival will be tracked using the NASSEA first steps language document.

Pupil Objectives

- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL pupils the knowledge and the skills to use English to produce and understand written texts.
- To give EAL pupils the skills and the confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

Underlying Principles

- Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.
- EAL pupils are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/ styles.
- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils.
- The multilingualism of our EAL pupils enriches our school and our community.
- To become fully competent in the use of Curriculum/academic English is a long process and pupils will require long term support.
- Having a home language other than English is not a ' learning difficulty'. EAL pupils are not placed on SEN registers or taught in SEN groups unless they have SEN needs.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' learning and success. The EAL co- ordinator (Mrs Fisher –Assistant Headteacher) is the member of staff responsible for coordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include

- Being informed by staff of the identification of any EAL pupils.
- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils have full integration and access to the curriculum
- Maintaining the EAL register.

Admitting New Pupils

- We follow the school's normal admission procedures.
- We normally attempt to contact previous schools.
- Parents/carers and pupils are taken on a tour of the school and introduced to staff and the class they will be in.
- They are provided with information about the school.
- Care is taken to ensure we know as much about the child and family as we possibly can do.. All families are encouraged to complete a "Welcome Pack".
- Introduce the children and families to adults in school who will spend time working with their child in settling them into St. Paul's life.

Teaching and Learning

We will:

- Plan for and provide appropriate stimuli for language development
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment may differ from other countries especially for new arrivals and support this transition through effective communication.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Behaviour for Learning Policy

Teaching and Learning Policy

Feedback and Marking Policy

Mental Health and Well-Being Policy

Special Educational Needs Policy

Equal Opportunities Policy

This policy will be reviewed according to the emerging needs of our school.