



Oratory R.C. Primary and Nursery School

'Shine as to be a light to others'



EAL Policy

Introduction

The Oratory RC Primary School and Nursery has an increasing number of pupils who use English as an additional language (EAL), reflecting both the diversity of the local community and the catholicity of the Church. We recognise that this cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other culture and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

Key Points

1. Pupils learning English as an additional language are entitled to the full National Curriculum. English is best learnt through the curriculum and interaction with English speaking peers and pupils should be encouraged to play as full a part as possible in class activities from the start. Children should only be removed from class for specific interventions.
2. All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must plan and structure lessons appropriately to reflect the needs of their pupils.
3. Accurate information on pupils' needs, attainment and progress should be maintained in an accessible and manageable form.
4. Learning an additional language may present challenges to curriculum access but must not be confused with learning difficulties. EAL does not equal Special Educational Needs; in conjunction with other staff, the Inclusion Leader will monitor children with EAL to determine whether they have additional needs.
5. Pupils may continue to need support with specific subject and academic language for longer than the two years it normally takes to become proficient in the social forms of English.
6. This policy is specific to EAL but operates in conjunction with other school policies and such as our Equal Opportunities Policy, School Offer and Accessibility Plan, which also indicate provision for EAL pupils.

Good Practice in working with bilingual and multilingual pupils

The school recognises the following factors as being central to progress for EAL pupils:

- Recognition of the importance of the home language.
- Strong home/school and wider community links.

- A learning environment that reflects and is sympathetic to a variety of cultures.
- Resources, which include bilingual materials.
- Activities, displays and resources which portray positive images and role models.

Curriculum Principles

The curriculum should reflect the ethnic and cultural diversity of the local community and modern Britain as a whole. To facilitate this we will actively promote and share the experience that children bring to school from a variety of ethnic and cultural backgrounds.

The school's goal is to enable pupils from minority ethnic backgrounds to gain full access to the National Curriculum and to develop strategies for recognising and overcoming any obstacles that prevent pupils from developing their full potential in school.

The needs of EAL pupils in accessing the curriculum need to be carefully planned, as does the provision of a broad and balanced education.

Teachers need to ensure that:

- The language and learning needs of pupils are clearly identified and provided for.
- The language and learning demands of the curriculum are analysed and support provided.
- Visual support is provided for key concepts where required.
- The support requirement of pupils is identified where required.

Curriculum and Classroom Practice

- Teachers have high expectations of all pupils regardless of ethnicity, gender or social background (please see Equal Opportunities Policy).
- Activities are matched to pupils' needs and abilities and have a clear sense of progression.
- There is evidence in teacher's planning of opportunities for the development in oracy and literacy through a variety of class and small-group activities.
- A range of grouping strategies (mixed/like ability, language, random, gender)
- Displays in the classroom and around the school will reflect linguistic and cultural diversity.
- Assessment methods allow pupils to show what they can do in all curriculum areas.
- Access to visual support is provided.
- Use of Information Communication Technology.

EAL Pupils and Special Educational Needs

A child has special educational needs if she/he has a learning difficulty. A child must not be regarded as having a learning difficulty (see Code of Practice and school Special Educational Needs (SEN) policy) solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special education needs will include a proportion of EAL pupils, and other pupils from ethnic minority backgrounds. The school recognizes, both the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils.

The nature of support for EAL pupils with SEN will be decided on an individual basis through the regular review of the pupils' Support Plan (please see SEN Policy). Provision of any support/interventions will be jointly reviewed with class teachers, parents/carers and the pupils themselves. All reviews will also take account of the child's needs as an EAL pupil.

Identification and Assessment of EAL Pupils

As much as possible, we will aim to identify EAL pupils via Nursery home visits and meetings with Reception parents/carers before they formally start. For those children who join us after the Foundation Stage, we will assess them using the NASSEA EAL Assessment Framework as soon as possible.

Assessment of SEN in EAL pupils will involve the class teacher, teaching assistants and the Inclusion Leader. This will take the form of assessment against the NASSEA EAL Framework as well as staff's ongoing assessment within class. This will identify a stage/level for EAL pupils. Needs and areas for support will be identified on EAL Support Plans. These assessments will be carried out on a termly basis.

The Inclusion Leader will analyse and monitor the progress and attainment of EAL pupils in comparison with the school as a whole.

If appropriate, the school will try and arrange an assessment in the child's first language.

The Inclusion Leader, in conjunction with the rest of the Senior Leadership Team, will be responsible for ensuring that home language does not prevent parents/carers, either from accessing information on their child's progress and attainment, or from putting forward their point of view.

Transfer to Secondary School

Care is taken that parents/carers have full access to information about the range of choices available to them. Teaching staff, in particular the School Based Social Worker / Therapeutic Child counsellor, will be available to offer support and advice about the various options.

Any relevant EAL information at Key Stage Two will be passed on to secondary schools. If appropriate, the Inclusion Leader will arrange supplementary visits and/or meetings for EAL pupils and parents/carers.

Home/School Links

The importance of home/school links cannot be underestimated. Parents and carers are helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school. Assistance may be necessary to achieve:

- Completion of forms with parents/carers.
- Translation (if necessary) of school reports on pupil progress.
- Attendance of parents at teacher/parent meetings.

Effective communication is established by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Monitoring letters, newsletters, sent home to check that language used is clear and straightforward.
- Reading through letters (where appropriate) with children before they are taken home.
- Encouraging parent/carer attendance at Learning Together Day and participation in other school functions e.g. school assemblies, Masses, sports days, school productions.

Role of the Inclusion Leader

The Inclusion Leader will:

- ensure that EAL pupils are assessed and, if necessary, that individual EAL Support Plans are written and reviewed
- ensure the EAL data collection procedures are carried out.
- monitor EAL provision in the school, including planning and pupils' books.
- liaise with the Head Teacher and assist with the report to governors.

Latest Review: January 2022