

EAL POLICY

Reviewed and updated February 2025

‘With Jesus we can **achieve** what we **dream** and **believe**’

School Mission

Overview

We are extremely proud of the diverse nature of our school. We celebrate the fact that we have over 41 languages spoken and that there are a large number of bi-lingual and multi-lingual children within St Michael's school. We strive to provide a safe, happy and nurturing environment for all our children in order them to fully access the curriculum flourish on their journey to proficiency of the English Language.

A number of children join the school in various year groups from various parts of the world, for a variety of reasons and with a variety of levels of competence in English. These children are assessed upon entry using the NASSEA EAL Assessment tool. We also consider the background information gathered during the initial intake and other important factors that may impact on the pupil's learning and knowledge; e.g.

- Proficiency and student achievement in first language
- Prior schooling experience
- Trauma due to other factors
- Health, physical and other characteristics that may impact learning
- Involvement of parents and carers
- Family and cultural values

Everything is done to ensure they have settled in well. Pupils learning English as an Additional Language are entitled to the full National Curriculum Programmes of Study. In St. Michael's the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all children to achieve the highest possible standards and we do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims/Objectives

- To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum.
- To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support.
- To ensure that pupils, parents and carers from all ethnic minorities feel genuinely included in the community of our school.
- To help pupils to use English confidently and competently.
- To help pupils to use English as a means of learning across the curriculum.
- To help EAL pupils to make use of their knowledge of other languages.
- The main objectives are to raise the achievement of EAL and ethnic minority pupils

and to promote ethnic, cultural and social diversity.

Teaching and Learning- Strategies to be used within the classroom:

- Include all EAL/ bilingual children fully in lessons.
- Set high expectations for pupil participation and achievement.
- Dual code lessons with widget.
- Offer pupils full access to National Curriculum targets.
- Assess pupils in line with year group expectations for National Curriculum.
- Provide opportunities for peer support- using paired/ small group work where appropriate.
- Make use of opportunities within Guided Reading sessions.
- Offer access to traditional rhymes and stories.
- Provide context embedded language experiences.
- Check for pupils understanding – ask questions, or get the child to explain what they are going to do.
- Give clear, full explanations of subject specific language.
- Provide opportunities for previews of difficult or complex texts.
- Use consistent language when giving pupils instructions.
- Be aware of the effect of eye contact and body language.
- Accept non-verbal/ 'I don't understand' responses from pupils.
- Use ICT where appropriate.
- Use collaborative learning resources to reinforce and consolidate prior learning.
- When planning highlight EAL needs and support to be given.
- Encourage the use of home language to support and enhance understanding in English.

Developing their spoken and written English by:

- ensuring all staff understand the process of language acquisition and the stages that new to English (NTE) learners may go through, including the Silent Period and how best to support these;
- ensuring that we effectively assess the starting points of each individual child and plan for them effectively;
- ensuring that early reading interventions, including phonics, are available to those who need them;
- ensuring that NTE learners are provided with scaffolding to help them access the curriculum (visuals, drama, talking, good role models) and interventions where needed;
- ensuring that vocabulary work covers the everyday (Tiers 1 and 2) as well as the technical meaning of key words, metaphors and idioms (Tier 3);
- displaying, discussing and teaching key vocabulary;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

Assessment:

- NASSEA Assessments will be provided, where necessary, to support developing a clear picture of pupils needs.
- All pupils are assessed in line with age related expectations according to the Early Years Foundation Stage / National Curriculum levels.
- Individual pupil progress is reviewed termly.

- Adaptations to pupil provision and learning is made in accordance with their level of need.

Roles (Governing Body, Head teacher, Teachers, Staff, Parents, Pupils)

The role of the EAL Lead is to discuss the induction of a newly arrived EAL pupil with appropriate class teachers and to provide practical guidance on strategies of how to raise achievement. Training will be provided to support the teacher in carrying out an initial assessment of the child to support them to track the progress of their EAL pupils. The EAL Lead will discuss and advise staff on strategies for supporting pupils beyond the early stages of language acquisition and arrange in-class/small group targeted support for EAL/NTE pupils where necessary.

At St. Michael's all staff are expected to:

- Have an understanding of the stages of learning a language, including the Silent Period, and utilise these for each child dependent upon that child's stage.
- Assess EAL/NTE pupils on arrival and use this information to plan effectively.
- Place EAL/ NTE pupils with positive English speaking role models on their arrival.
- Promote a learning environment where pupils feel secure enough to use their newly acquired language skills.
- Acknowledge the importance of a child's home language(s) and cultural background.
- Encourage and support the involvement of parents/carers in their children's education.
- Create a learning environment which promotes respect, co-operation and mutual support beneficial to all individuals and to not tolerate racist or biased attitudes and behaviour.
- Ensure pupils feel safe and at ease in the playground through the use of playground buddies.
- Value the contribution made by all pupils.
- Use teaching methods and styles that take account of the needs of EAL pupils from different ethnic groups.
- Ensure planning identifies the language demands of the National Curriculum and provides differentiated learning opportunities matched to EAL pupil's needs.
- Encourage and give opportunities to use formal written and spoken English as well as developing colloquial English.
- Use texts to help develop the structure of English and to provide opportunities for discussion.
- Provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning.
- Ensure groupings for EAL pupils provide opportunities to hear and participate with fluent and high achieving English speakers.
- Have high expectations of pupils but be sympathetic to emotional difficulties pupils may be experiencing
- Provide opportunities for speaking and listening for a range of purposes and audiences across the curriculum.
- Maximise opportunities to develop social and personal confidence.
- Use ICT to aid an EAL/NTE pupil's development and achievement.

- Use bilingual resources and teaching aids to develop an EAL child's understanding and confidence with language.
- Make ongoing assessments and keep a record of progress using NASSEA.
- Have an induction file in the classroom to use as a guide.

Role of the SENCO

- All staff are aware that Special Educational Needs and English as an additional language are not the same but that pupils with EAL may also have a SEND need, that will be identified through the cyclical process of the graduated approach.
- Advising and supporting colleagues in identifying where EAL/NTE pupils may also have additional needs
- Liaising with professionals or agencies
- Day to day responsibility of the coordination of specific provision to support individual pupils with SEN including EHC plans
- Liaising with parents of pupils with SEN employing the use of a translator when and where needed
- Advising on the graduated approach to providing SEN support
- Being a key point of contact with external agencies, especially the local authority and it's support services
- Working with the head teacher and school governors to ensure that the school meets its responsibilities
- Ensuring that record keeping of all pupils with SEN is up to date
- Ensure resources and support are allocated and maintained to all individual pupils who may need additional support provision
- Review and monitor progress

EAL Parents

Parental involvement is an important part of a child's learning and academic success. At St. Michael's we provide interpretation services to support communication and inclusion to all our families and community. It is important to us that the whole school community has access to our support and services. We can direct, provide and signpost parents to additional services and local community support to enable families access and understanding to the local offer of services provided.

Date Approved by Governing Body: 11/02/25

Chair of Governors: Jeanette Riley

Head teacher: Alyson Rigby

Next Review Date: 12/02/26