



Happy. Inspired. Ready

‘Turning your ear to wisdom and applying your heart to understanding’. Proverbs 2:2

EAL POLICY

ENGLISH AS AN ADDITIONAL LANGUAGE

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated	Mrs Siobhan Hardy EAL Co-ordinator/SEN HLTA	January 2020	✓
Next Review	Mrs Siobhan Hardy EAL Co-ordinator/SEN HLTA	January 2021	
Approved			

Mission Statement

“Providing outstanding education in a caring community with God at its centre, which celebrates the diversity of the local area.”

This statement details our vision to identify and meet the needs of those students at St Stephen’s classified as having “English as an Additional language” (EAL). That is, students who have a first language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school. The Department of Education’s definition of a pupil’s first language is defined as “any language other than English that a child was exposed to during early development (3 years) and continues to be exposed to in the home or community. This does not necessarily indicate that the “first language” is the working language of the pupil.

Aims

This policy outlines our school’s aims and strategies to ensure that EAL learners fulfil their potential. All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL learners have a valuable contribution to make. We take a whole school approach, including ethos, environment, curriculum, education against racism and promoting language awareness.

Local context

In Hammersmith and Fulham, approximately 50% of learners are developing EAL. Between them, they speak more than 100 languages. These EAL learners come from a variety of backgrounds.

- Some are from well-established communities, while others are new to the language and culture of this country.
- Some EAL learners are isolated learners and may be the only speaker of their language in their class or school, while others belong to much larger language communities.
- Some pupils have attended school and are literate in their home language on arrival whereas others may have had no previous formal education.
- They have differing levels of competence in English:
- Some pupils are new to English
- Some have developed conversational fluency but still require support with the more academic demands of the curriculum
- Some may have very well-developed skills in listening, speaking, reading and writing in English, and do not require additional support

- Some children may have experienced trauma, which will have an impact on their learning.

Context of St Stephen's

- Approximately 132 of the 446 pupils on roll are developing EAL (30%)*
- Knowledge of approximately 30 languages other than English
- 50% of pupils (223 of 446) on roll registered from 20 minority ethnic groups (other than White British)
- 16 out of total 54 Pupil Premium pupils are EAL
- 18 of 46 pupils on SEND register are EAL, targeted for additional support
- 6 out of 12 children with EHCP are EAL (50%)
- 7+ EAL pupils receiving targeted support from HLTA Mrs Siobhan Hardy
- Class Teachers plan for needs of EAL learners across all curriculum subjects, within whole class context.

*Effective use of St Stephen's data management system (SIMS/RAISEonline, School Profile Report) depends on the accuracy of the information collected. Parents may be sensitive about some questions relating to ethnicity and language and may omit or give school the answers they think are appropriate. It is important to convey to parents the sense that all languages and cultures are seen to make a positive contribution to the life of the school. We must however recognise that sometimes statistics may at times be influenced by the provision of mis-perceived information from the parent/carer.

Admission procedures

On admission (primarily Nursery entry) information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background

Key principles of additional language acquisition

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential/ raising of economic prospects and being included in the daily life of the school community and wider public society. At St Stephen's we view the fulfilment of this amongst EAL students to be a fundamental part of our sense of mission.

- EAL learners are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much higher and more complex, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks (vocabulary, structures and textual organisation) need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational 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 students' achievement and inclusion. The EAL team comprises Mrs Sally Bouwman, Assistant Head/SENCO Responsible for Inclusion, and Mrs Siobhan Hardy, EAL Co-ordinator/SEN HLTA. Mrs Siobhan Hardy works two days per week, delivering and monitoring EAL provision, policy and practice:

- Identifying incoming EAL students, with support of the staff team.
- Ensuring that EAL students are integrated into classes and have full access to the curriculum.
- Maintaining a register of EAL students.
- Organisation or involvement in EAL focused events including World History Day with focus on Black History; Hispanic Day; FOSS inter-cultural events
- Delivering targeted support for individuals and small groups
- Liaising with Assistant Headteacher Responsible for Inclusion, Class Teachers and SLT to evaluate impact of intervention and progress.

Teaching and Learning

Every teacher will encounter students who do not use English as their first language. Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length and focus and style of previous learning. Potentially, every teacher will encounter students who having moved countries – are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups – as well as teaching our subject. Teachers need to ensure that:

Environment and Resources

- Classroom environments are EAL friendly and reflect the heritage and language of EAL learners. Each class has a heritage display with photos, case histories and countries of origin.
- Classroom rules and routines in picture/symbol form
- EAL learners have access to concrete and visual resources including:
 - Dual Language text books
 - Bi-lingual dictionaries
 - Key word lists
 - Access to websites such as Google Translate
 - Mantra-lingua pen pal in EYFS
 - Maps of the world
 - Visual timetables
 - ICT and multi-cultural story props
 - Displays of positive role models, multi-cultural identity, experiences and values

Classroom practice

All pupils follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, eg: key vocabulary, structures and text types are identified.

- Pupils have access to a range of opportunities to engage in effective speaking and listening activities in English with staff and peers, including repetition and modelling.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.
- Students who are developing EAL should not be treated as 'lower ability' or 'special educational need' and generally are best placed in groups with fluent English speakers who will provide them with good models of language. They should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second.

Assessment and record keeping

- EAL learners continue to be assessed against the same criteria as their monolingual peers, to enable accurate comparison of their relative progress and attainment. This includes universal assessments at the end of EYFS, KS1, KS2, as well as ongoing interim assessments.
- For EAL learners receiving targeted intervention, progress is assessed and monitored through observation, tracking and analysis.
- Where it is felt that factors other than EAL are impacting on learners' progress, they are assessed in their first language using the Hammersmith and Fulham First Language Assessment pack, which helps to identify if additional/specialist support is required.
- Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition.

Additional Needs

- Most EAL learners needing additional support do not have SEN.
- Should SEN be identified, EAL learners have equal access to the school's SEN provision.
- If EAL learners are identified as Highly Achieving, they have equal access to the school's Highly Able provision.

Home/School Links

- Providing a welcoming induction process for newly arrived pupils and parents/carers
- Using plain English to ensure good spoken and written communications.
- Welcoming the involvement of parents/carers in the life and events of the school.
- Helping parent/carers understand how they can support their children at home, especially by continuing the development of their first language.
- Formal teacher-parent/carer meetings take place throughout the academic year to discuss the children's progress in school.
- Informal meetings between the class teacher and parents/carers take place regularly to discuss progress of those children who may be receiving extra support.

Celebration of our diverse school community

At St Stephen's we are proud of our diverse community and our place in the wider world. Our rich cultural heritage is celebrated by pupils, staff and parents/carers through multi-cultural and shared values displays, themed days and events. Some of these include:

- World History/Black History Week; World Book Day; Hispanic Day; themed library topics; FOSS Country Culture evenings; school fairs.
- We challenge discrimination and prejudice by promoting positive portrayal of role models from ethnic backgrounds, especially with our work in Black History Week. Storytelling, drama and art introduce and deepen our knowledge of other cultures.
- We value the importance of modern foreign language learning and Spanish is our host target language which is taught from Nursery through to Year 6.
- Hispanic Day has become a popular fixture in which the whole school is immersed in Hispanic culture, food and dance.
- Language clubs for children who also speak a language other than English have been held. To date we have had Spanish, French, Italian, Polish and Amharic.
- To promote language learning we have lunch time and after-school clubs in French, Spanish, Italian and Amharic.

Languages spoken at St. Stephen's in addition to English (approximately 132 pupils have knowledge of 30 languages other than English)

Language Code	Description	Number of Pupils
ALB	Albanian/Shqip	2
AMR	Amharic	18
BNGA	Bengali (Any other)	3
BUL	Bulgarian	3
CHI	Chinese	3
DAN	Danish	2
ENG	English	314
FRN	French	20
GEO	Georgian	5
GER	German	5
GKY	Kikuyu/Gikuyu	1
GUJ	Gujarati	2
IGB	Igbo	4
ITA	Italian	6
KUR	Kurdish	2
LIT	Lithuanian	2
MKD	Macedonian	1
MNG	Mongolian (Khalkha)	2
POL	Polish	10
POR	Portuguese	4
PRSA	Farsi/Persian (Any Other)	3
RUS	Russian	6

SCB	Serbian/Croatian/Bosnian	3
SOM	Somali	1
SPA	Spanish	8
SWE	Swedish	3
TGLF	Filipino	1
TGR	Tigrinya	8
TUR	Turkish	2
URD	Urdu	1
YOR	Yoruba	1