



Through God We Achieve

OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL

To deliver outstanding education in a caring community, with God at its centre

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

OUR VALUES:

Joy - we provide a happy and stimulating environment, rooted in Christian values.

Excellence - we are a church school committed to the highest standards in everything we do.

Relationship – we work hand-in-hand with St Stephen's Church as well as our parents and carers.

Respect - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs.

Nurture – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally.

English as an Additional Language (EAL) Policy

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated	Mrs Hardy	February 2023	February 2023
Next Review	SLT	September 2025	

1. Introduction

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

2. 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'. The DfE define a first language as 'the language a pupil was exposed to in the home or in the community. Where a pupil was exposed to more than one language (which may include English) during early development, the language other than English should be recorded, irrespective of the pupil's proficiency in 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

Proficiency in English:

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

- Some pupils are new to English
- Some have developed conversational fluency but still require support with the more academic demands of the curriculum
- Some children may have experienced trauma, which may have an impact on their learning
- Some may have very well-developed skills in listening, speaking, reading and writing in English, and do not require additional support

3. Context of St Stephen's (subject to change)

- Approximately 167 of the 439 children on roll are developing EAL (37%)
- Knowledge of approximately 36 languages other than English
- 10 EAL pupils on Pupil Premium
- 4 EAL pupils have Educational Health Care Plans : ASD/Hearing – 2; Downs Syndrome 1; SpLD 1
- Special educational needs and disability support (SEND Support) for EAL pupils with:
SLCN – 10; SpLD – 5; ADHD – 1; HI – 1; PSED -3

- EAL individual support for recently arrived pupils/new to English: 5
- TalkBoost Speech and Language intervention includes 6 EAL Reception children
- Phonics catch-up targeted to Year 1 and Year 2 pupils - 2

4. At St Stephen's we believe that;

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum
- The school environment promotes 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 and multilingualism is viewed as a positive and life-enriching asset. Research shows that maintenance of the first language has been found to accelerate the process of learning a second language.
- 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.
- Teachers need to be sensitive to the language demands of learning tasks (vocabulary, structures and textual organisation).
- Teaching and support staff play a crucial role in modelling uses of language.
- A clear distinction should be made between EAL and Special Educational Needs.
- Be patient! 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 can require continuing support for on average six years.

5. Roles and responsibilities

The EAL team comprises Mrs Sally Bouwman, Assistant Head/SENCO Responsible for Inclusion, and Mrs Siobhan Hardy, EAL/SEN HLTA. Mrs Hardy monitors EAL provision, policy and practice. Assessment is undertaken as a partnership between the class teacher, EAL team, parents/guardians and pupil. Identification and assessment is carried out with the purpose of providing the most appropriate provision for each child.

We gather information about and assess children's use of language through:

- Information from the application form
- Information from parents/carers about linguistic background
- Pupil's previous educational experience
- Information from the previous school
- Pupil's family and biographical background
- Information from initial assessments and observations

6. On arrival at St Stephen's

An induction programme includes:

- A learning buddy for the child (someone in the class/school who speaks the child's language)
- A tour of the school
- Signs with dual language will be created before the child joins the class
- Class taught some welcoming greetings in child's home language
- Baseline assessment
- EAL team monitor the settling-in period closely, to enable a smooth transition for pupils joining our school.

7. Classroom practice

- All pupils follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with EAL do not produce separate work.
- Pupils who are developing EAL should not be treated as 'lower ability' or 'special educational need' and are generally 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.
- Listening to others talking and providing opportunities for children to talk is very important. Talking in partners or threes using simple repetitive language will help children gradually build up their confidence.
- It is important to model language; if children give one word answers, praise their effort and model a simple sentence to extend their vocabulary
- Pre-teaching is a useful strategy as it gives children a head start on topics or lessons.
- Supply plenty of opportunities for hands on (kinaesthetic) learning such as role play, games and visits.

8. Assessment and record keeping

- Target Tracker is used as a whole school system for recording assessment and can be used to compare the progress of children with English as their first language and children with English as an additional language.
- For EAL learners receiving targeted intervention, progress is assessed and monitored through observation, tracking and analysis

9. Additional Needs

- Most EAL learners needing additional support do not have SEND.
- Should SEND be identified, EAL learners have equal access to the school's SEND provision.
- If EAL learners are identified as Higher Achieving, they have equal access to the school's highly able provision within the classroom.
- Refugee children who may have experienced trauma will be monitored and may have access to our ELSA or school counsellor

10. Communication

Teachers meet with parents on a termly basis to inform them of progress made and discuss strategies in place and how parents/guardians can support their children. Informal meetings and email messaging keeps an open channel for communication.

11. Home/School Links

At St Stephen's we are constantly developing the partnership between school and home as we understand how important this relationship is to children's learning and development.

We aim to:

- Provide a welcoming induction process for newly arrived pupils and parents/guardians.
- Use simple English to ensure good spoken and written communications.
- Welcome the involvement of parents/guardians in the life and events of the school
- Help parents/guardians understand how they can support their children at home, especially by encouraging the development of their first language.

12. Our school community

As a school community we value:

- FOSS – our parent/guardian fundraising body which raises money for our pupils extra-curricular enrichment activities
- Events such as World History Focus, World Book Day, Hispanic Day, Chinese New Year, Cross Culture evenings and school fairs which all enrich our multi-cultural environment
- Spanish is taught as a Modern Foreign Language from Reception to Year 6.
- Language clubs include Spanish, French, Amharic.

13. Resources

The NALDIC website <https://naldic.org.uk/>

The Bell Foundation website <https://www.bell-foundation.org.uk/>

14. Links with other policies

This policy links closely with the following policies:

- Anti-Bullying Policy
- Assessment Policy
- Equalities Policy
- Looked After Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Teaching and Learning Policy