All Saints' Roman Catholic High School,
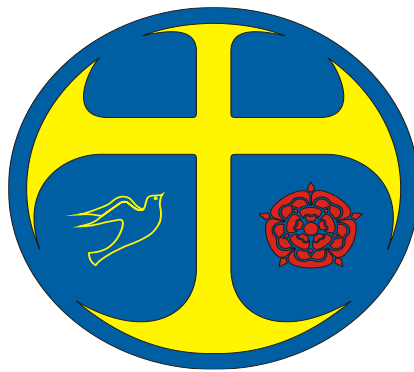# A Voluntary Academy

part of
Romero Catholic Academy Trust

Luceat lux Vestra

English as an Additional Language (EAL) Policy

Updated: Spring 2024
To be reviewed: Spring 2027

Responsibility of: Deputy Headteacher

Policy Approval:

_____	19/03/2024
Signature of Headteacher	Date
_____	19/03/2024
Signature of Chair/Vice-Chair	Date

Mission Statement

All Saints' is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual student's needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do.

Rationale

The government **definition** of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003). Diversity of **EAL** learners.

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential.

We aim to:
➢ Welcome the cultural, linguistic and educational experiences students with EAL contribute to the school.
➢ Ensure strategies are in place to support students with EAL.
➢ Ensure EAL students can use English confidently and competently.
➢ Ensure EAL students can use English as a means of learning across the curriculum
➢ Ensure that EAL pupils are fully included into the life and work of All Saints'.
➢ Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:
• Provide a welcoming atmosphere for newly arrived students with EAL.
• To identify and assess individual student's needs as soon as possible.
• Gather accurate information regarding a student's backgrounds, culture and abilities.
• Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
• Ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.
• Use all available resources to raise the attainment of students with EAL.
• Systematically monitor students' progress, and adapt policies and procedures accordingly.
• Maximise opportunities to model the fluent use of English.
• Make use of the student's knowledge of other languages.
• Ensure parent/carers and students are involved in the process.
• Promote a whole school responsibility towards EAL pupils.

The role of school staff members

All students with EAL are included in mainstream classes as quickly as possible. In-class support will be provided if finances allow.

All staff members have a responsibility to ensure the development of students with EAL. They will meet this responsibility by:
- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student.

Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:
- There is an understanding throughout the school, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge.
- Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire school community.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning.

Initial assessments

- The school will undertake a timely initial assessment to gauge students' English abilities.
- Completed assessments are held on the student's profile and sent to relevant staff to determine which classes the student will be put into.
- Teachers of the student will also be sent a copy of the reports to help inform their planning.

Access to the curriculum

The needs of students with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:
- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- The support requirements of students with EAL are identified and the support is made available.
- Referrals to external agencies are made, if necessary.

- In-class support is provided (if funding available).
- Access for teaching staff to ICT support materials.

Classroom practice

- Teachers have high expectations of all students, regardless of gender, ethnicity, social background or English ability.
- Classroom activities will be matched to students' needs and abilities.
- Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- Language skills will be developed through:
    - Collaborative activities involving spoken communication.
    - Feedback opportunities and conversations.
    - Good models provided by peers.
- Active participation will be encouraged by:
    - Grouping students in mixed ability groups to develop language skills.
    - 'Expert' readers and writers present in each group to assist and model language.
    - Assessment methods will allow students to show what they can do in all curriculum areas.
- Bilingual dictionaries are available to aid students with EAL.
- Visual supports are utilised where possible.

Working with parents and carers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL.
To aid this partnership, the school will:
- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where necessary, ensure translations of school documents are carried out and provided to parents of students with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

Special educational needs (SEND)
- A student is not regarded to have SEND needs solely because their home language is different from the language in which they are taught at school.
- A proportion of students with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage.
- Assessments of SEND of students with EAL will involve EAL specialists along with SEND specialists.

- Where appropriate, the school will arrange an assessment in the student's first language.
- SEND support will be decided on an individual basis as outlined within the school's SEND Policy.
- The school will ensure that the parents or carers of a student with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Monitoring progress

- The monitoring of students' progress is carried out in line with the monitoring of all students' progress.
- Pastoral Leaders will also ask for comments from staff members if there are any concerns regarding the progress of an EAL student, and this can include progress relating to pastoral matters e.g friendships, inclusion in school life etc
- All data and information regarding the students' progress will be shared between all teachers.