

Hanley St Luke's Church of England Academy

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EAL POLICY

Date adopted	
Date last reviewed	
Next review date	
Subject lead	Sarah James
Governor/Committee (where applicable)	

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

Opportunities for Life

This policy outlines the teaching, learning, organisation and management of EAL at Hanley St Luke's C of E Primary Academy.

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

English as An Additional Language Policy

Introduction

The term “EAL” is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been ‘exposed to a language at home that is known or believed to be other than English’ (Department for Education, 2019).

At Hanley St Luke’s Academy we are committed to providing appropriate and personalised support for pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

School Context

Hanley St Luke’s Academy is an inner-city school, this results in there being a high mobility of pupils, particularly pupils arriving in all year groups with little or no English. Our pupils come from diverse backgrounds with a wide range of language skills. Hanley St Luke’s caters for an increasing multilingual community.

The school currently has 463 pupils attending. We currently have 268 pupils attending the school who are using English as An Additional Language. This is 57% of pupils being identified as having English and an additional language which is above National Average.

In total there are over 20 different languages spoken across the school. We are extremely proud of the diverse community that our school serves.

We are constantly developing the partnership between staff and parents as we understand how important this relationship is to the children’s learning.

Aims and Objectives:

Students have full and equal access to the curriculum, whatever their religion, ethnicity, first language, special educational needs and gender.

The aim of the policy is to set out how that access is achieved with regard to students for whom English is an additional language. The school will provide effective learning opportunities for all students by: setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

This policy sets out the aims and practices for the support of new arrivals/EAL students at Hanley St Luke’s. The Term ‘EAL’ stands for English as an Additional Language. The term ‘new arrivals’ refers to

students who have arrived in this country from abroad, have been in the UK for less than 5 years and have very little English on entry to Hanley St Luke's.

Aims:

- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.
- To be proactive in removing barriers that stand in the way of our EAL pupil's learning and success.
- To gather accurate information about children's backgrounds and educational experiences and share with staff where applicable.
- To encourage and enable parental support in improving children's attainment.
- To ensure that all children's languages cultures and identities are celebrated.
- Support pupils who are at risk of under achieving.

Welcoming new arrivals

We have developed a signing up programme, to ensure we can offer the best support possible for our new pupils and their families. Class teachers and the EAL Team monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school. Staff not only prepare the classroom, but also the pupils to ensure it is an inclusive environment for the new starter. We follow a three-week induction plan to ensure all new starters are being given the best possible start to their school journey with us here at Hanley St Luke's Academy.

EAL Induction

Induction meeting, include meet the teacher and gather extra information. Ensure the classroom is ready for the new arrival and prepare the other children in the class.



Week 1

Baseline assessment
Set up Flash log in
Assign a buddy if required

Week 2

Observation in class
Phonics assessment
Name writing/handwriting

Week 3

Maths assessment
Dojo home updating parents
Decide on any further support that may be needed

Curriculum Principles

The curriculum should reflect the ethnic and cultural diversity of our multicultural area. Good education begins from sharing the experience that children bring to school from a variety of ethnic and cultural backgrounds.

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

Planning and Teaching for pupils with EAL needs

Teachers consider the needs of EAL learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in mixed-ability groups and through collaborative activities.

At Hanley St Luke's, we place great emphasis on planning and delivering activities, which underpin the development of language for oral and written communication. Across school, we follow a differentiated text approaches in English. In addition, we have embraced a whole school 'Mastery' approach (from Nursery to Year 6) to develop our pupils' understanding of concepts and language in Maths.

Monitoring and Assessment

The class teacher is responsible for the assessment of all pupils in class. The EAL Lead meets regularly with staff to review pupil progress, intervention groupings and assessment. Teachers direct Teaching Assistants to provide additional, targeted support. The progress of EAL students is monitored by individual teachers.

EAL Role and responsibilities

EAL Lead: - The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- disseminate information and key messages effectively

- advise teachers about the development of EAL strategies, planning and assessment
- keep up to date regarding EAL 'Good Practice'
- develop and maintain assessment procedures
- prepare and update an EAL action plan

EAL Students 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, Special Educational Needs (SEN), 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 educational needs may include a proportion of EAL students, and other students from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEN in EAL students.

The nature of support for EAL students with SEN will be decided on an individual basis through consultation between SEN and EAL Leads and pupil Class teachers.

The school will make sure that home language does not prevent the parents/guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

Working in partnership with Parents

As with all children, it is acknowledged that working in partnership with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communications is the key for parents of EAL students. This is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Reading through letters with children before they are taken home.
- Provision of translations of school documents in community languages, where appropriate.
- Encouraging parental attendance at parents' evenings and participation in other school functions (coffee morning, celebration evenings etc)