



## English as An Additional Language Policy

### 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*

### Rationale

Hanley St Lukes provides an education for all, which acknowledges, and is enriched by the diversity of ethnicity, culture and language of its students. The school is committed to making good provision of teaching for students who have English as an additional language or are bilingual. The school will identify individual student's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Equality of access to the curriculum for all students, including those for whom English is an Additional Language, is ensured by a whole school approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, quality first teaching English and whole school celebrations that embrace a wide range of world cultural events.

### 1. Background

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 has a PAN of 420 and we are usually fully subscribed. In addition we have a nursery facility for 60 pupils.
- Approximately 40% of our pupils can be identified as having English and an Additional language which is above National average.
- Approximately 38% of pupils are eligible for Pupil Premium which again is above National average.
- As an inner city school there can be high mobility of pupils, particularly pupils arriving in all year groups with little or no English
- We are constantly developing the partnership between staff and parents as we understand how important this relationship is to the children's learning.

## **2. Aim**

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

The aim of this 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 Lukes. 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 Lukes.

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Monitor pupils progress regularly against the Bell Foundation Assessment Framework.
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

## **3. What is EAL?**

EAL means English as an Additional Language - when a pupil speaks a home language other than English.

We are committed to providing appropriate and personalised support for all 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.

**Definitions of an EAL Learner** :- “First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

**Bilingual Learner:-** “ Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007

**Advanced Bilingual Learner:** - “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” DCFS 2009.

#### **4. 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.

##### **5.1 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 Lukes, 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.

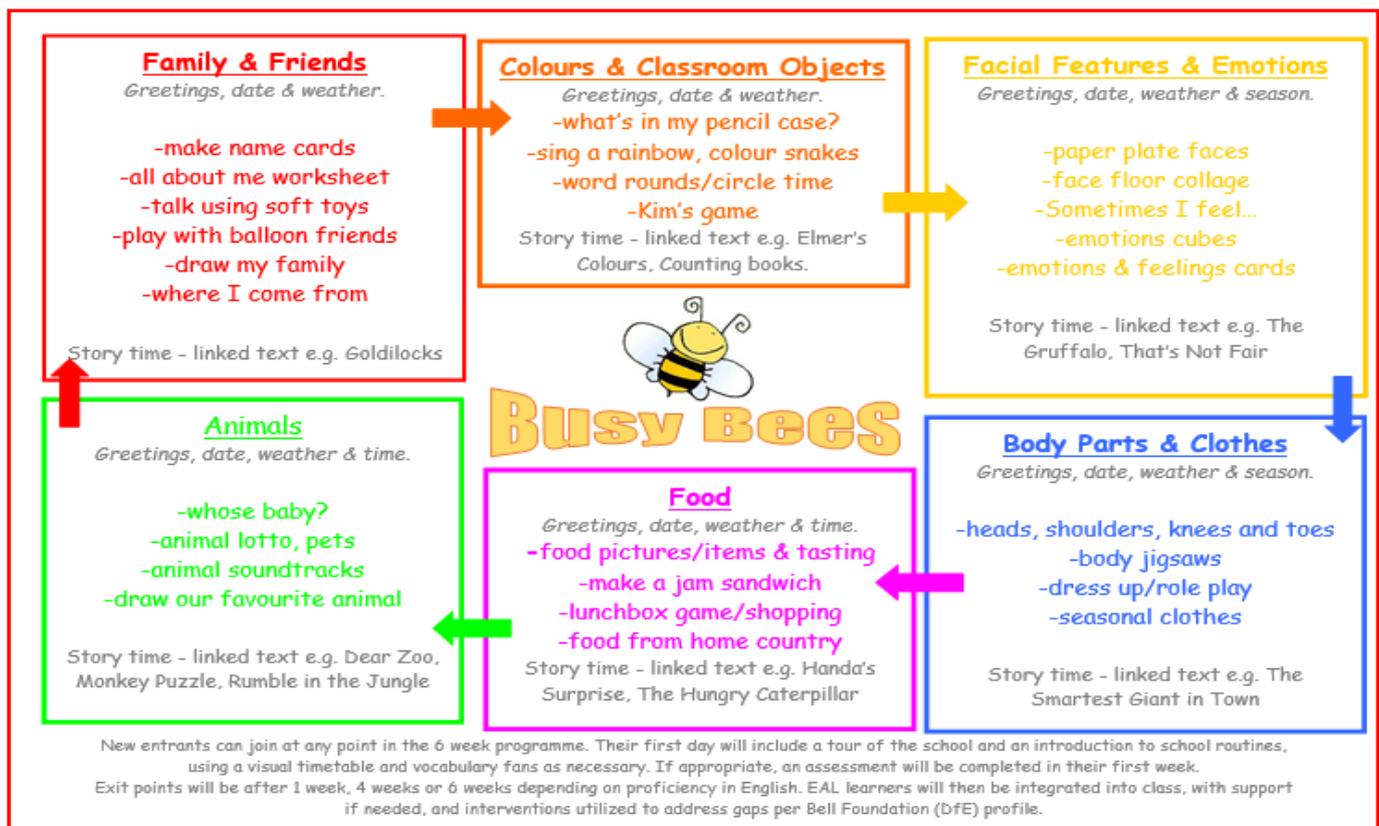
A programme of intervention (Busy Bees) is in place for our International New Arrivals, and for those who speak English at an ‘early acquisition’ level, to support their access to the curriculum in class. Our EAL staff liaise closely with class teachers before planning and delivering sessions.

### 5.1.1 Busy Bees

Busy Bees is a nurture group for newly arrived children in Years 1-6. All new arrivals joining Years 1-6 will be placed in the 'Busy Bees' group.

- The 'Busy Bees' group takes place on four afternoons per week between 1.00 p.m. and 3.00p.m.
  - The group is run by a dedicated Teaching Assistant
  - All new pupils will be shown around the school and made aware of key members of staff which will be reinforced using photographs.
  - Each child will be provided with a diary to record their progress.
  - A checklist will be completed at the end of the first week by Busy Bees staff and feedback will be given to class teachers. If the child has settled well and has no additional language or support needs they will exit the group.
  - The child will have targets set if they remain in the group.
  - The teaching focus in the group will be nurture, developing social skills and basic language.
  - A language assessment and basic number screen will be done if required.
  - A further assessment will be done at the end of four weeks in the group.
- Children may exit the group at this point or remain in the group for a further two weeks (maximum of six weeks).
- When children exit the group, they will be given an EAL profile, self-help pack and support plan. These will be monitored termly by dedicated Teaching Assistant and the EAL Leader.

### Busy Bees Overview



## 5.2 Monitoring and Assessment

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

## 5.3 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

## 5.4 Resources

With guidance from Stoke on Trent City Council, Children and Young People's Service, Stoke Speaks Out, Hanley St Lukes is developing resources to include bilingual dictionaries, dual-language books, sight words in other languages, games and audio materials.

In January 2021, we purchased Flash Academy, an award-winning digital platform, supporting the independent learning of EAL, ESOL, English Literacy and MFL. Flash Academy is designed to support the challenges faced by EAL pupils by providing support and resources for over 45+ home languages, as well as providing engaging MFL activities to build confidence when learning a new language. Flash Academy also provides an engaging way to close the literacy gap for our lower attainers and SEN pupils. Flash Academy is also used in conjunction with the remote learning provided by teachers.

Teachers set assignments for their pupils and these can be monitored, tracked and assessed. Flash Academy also allows teachers to customise lessons for their pupils and can be used as an intervention programme. Flash Academy is also being used to support the teaching in our nurture group (Busy Bees).

## **International New Arrivals (INAs)**

At Hanley St Luke's we define new arrivals as children who have not had a consistent education in this country for the past year.

We have developed an 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.

## **6. 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.

## **7. 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 )

