



ST. ANTHONY'S SCHOOL
FOR BOYS

English as an Additional Language (EAL) Policy

Policy reviewed by CK

Review date: July 2021

Submission: July 2021

Policy actioned from: September 2021 – June 2022

Next review date: June 2022

Reviewer's Signature: CK

Head Teacher's Signature: RPB

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, and is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to St. Anthony's School for Boys; 'parents' refers to parents, guardians and carers.

A2 English as an Additional Language Policy

This school provides a broad and balanced curriculum for all children. Subject based schemes of work and Early Years Learning Goals are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Many of our pupils have English as an Additional Language (EAL) whereby their main language at home is a language other than English.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

- * to apply a whole school policy and create an environment that meets all the boys' needs
- * to ensure that the language needs of children are identified, assessed, provided for and reviewed
- * to identify the roles and responsibilities of staff in providing for children's EAL needs
- * to enable all children to have full access to all elements of the school curriculum

Educational Inclusion

Through appropriate curriculum provision, we respect the fact that children:

- * have different educational and behavioural needs and aspirations
- * require different strategies for learning
- * acquire, assimilate and communicate information at different rates
- * need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- * providing support for children who need help with communication, language and literacy
- * planning to develop children's understanding through the use of all available senses and experiences
- * planning for children's full participation in learning, and in physical and practical activities

Our aim is for each individual in the school community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, age or ability, to reach their full potential in an inclusive environment where happiness and security are a priority.

The policy sets out the School's aims, objectives and strategies with regard to meeting their needs and celebrating the skills of EAL pupils, helping them to achieve the highest possible standards.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently

- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

Partnership with Parents

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers. We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English.

We take account of wishes, feelings and knowledge of parents at all stages. We encourage them to make an active contribution to their child's education and this includes twice yearly reports and parents evenings as well as other information evenings and newsletters.

New Enrolments / Identification

We are an academically selective school and we welcome all children who can flourish and make the most of the opportunities that we offer. Treating every child as an individual is important to us, and we encourage parents to identify the languages spoken at home by the child and the family; these details are circulated amongst the child's teachers before they commence. Furthermore, yearly surveys are undertaken to gather this information.

Assessment

Early identification of language difficulties is vital.

The class teacher and the SENDCO assess and monitor the pupils' progress in line with existing school practices, which includes a range of standardised and school-based testing. A pupil is not regarded as having a learning difficulty solely because the language of the home is one additional to English. The class teacher will also seek the advice of the SENDCO when they have a concern about a pupil based on their performance in class.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Access to the Curriculum

In line with our Mission Statement and Aims, we believe that all children have an entitlement to a broad and balanced curriculum. We also echo and embody the Diocesan policy on inclusion, in particular the stated principles that:

- 'Respect for each pupil and his learning needs is reflected in the experience offered at school.'

- Celebration of the gifts and talents of all pupils reflects an appreciation and understanding of the uniqueness of each one.'

Our provision is thus differentiated to enable children to:

- * understand the relevance and purpose of learning activities
- * experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's learning needs. Lessons have clear learning objectives: we differentiate work appropriately and we use assessment to inform the next stage of learning. In the EYFS, activities have a clear learning intention with continuous assessment by the teacher.

Plans will identify the demands of the School's Curriculum and provide differentiated opportunities for EAL pupils. Where appropriate, teachers will plan activities for individuals or groups of children with EAL.

Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

Pupils will be supported through a Teaching Assistant in the classroom working with individuals or small groups as appropriate. Where necessary, withdrawal support undertaken by an EAL Specialist TA may take place for a set period of time to address a specific language or learning focus.

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility. Displays and resources reflect cultural diversity. A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, computer software, etc. Assessment materials use images and texts which are appropriate for all pupils.

Monitoring and Evaluation

The SENDCO monitors the movement of children who have additional and learning support in school.

The SENDCO is in constant dialogue with the form and subject teachers, and provides all staff with regular updates on the progress of the children with EAL via weekly staff briefings/meetings, as well as emails if required. Areas of difficulty arising over the course of each term, evident through classroom observations or school-based and standardised testing, can then be addressed.

The SENDCO conducts informal interviews with newly enrolled boys who are EAL, to gain an insight into how they have settled in and explore any areas of concern. This information is shared with staff.

The SENDCO, the Heads of English and Languages, and Senior Leadership Team hold regular discussions to review the work of the school in this area.

The EAL list is available on SIMS and the shared area. It is updated termly and as required and any changes made are disseminated to staff. Class Guidelines are

comprised based on information from the SEN list, EAL list and Enrichment Provision list; these are also circulated amongst staff.

This information is collated with the form teacher's pastoral notes for transitions between classes, notably EYFS to Year One, and the Junior House to the Senior House.

Concerns

Anyone with any concerns about a particular student or the EAL provision can refer to the SENDCO, Deputy Head, Academic, the Headmaster or The Alpha Plus Group, at any time.

Role of the SENDCO

- * manage the day-to-day operation of the policy
- * plan, implement, evaluate and report on withdrawal sessions
- * co-ordinate the provision for and manage the responses to children's needs
- * support and advise colleagues, in particular regarding differentiation
- * contribute to and manage the records of all children who speak a language additional to English
- * work with the Class Teacher as the link with parents and attend parents' evenings
- * support and liaise with any Teaching Assistants, in particular the TAs allocated to working with EAL pupils
- * maintain resources and a range of teaching materials to enable appropriate provision to be made
- * monitor and evaluate the EAL provision and report to the SLT
- * update their knowledge on government policy regarding EAL and attend relevant courses
- * manage the list of boys identified as EAL, in collaboration with the Admissions Secretary
- * provide updates on boys with EAL to staff
- * work with the Heads of English and Languages in particular, to explore and suggest policy enhancements to improve the overall quality of provision
- * manage the role of the EAL specialist TA, who also:
 - provides in-class and withdrawal support
 - assesses and reports on student progress
 - liaises with the SENDCO and class teachers

Professional Development

All staff at St Anthony's may attend courses and training days in their own specialisation. The SENDCO suggests relevant external courses to staff based on their student's needs.

Inset training days take place in school once a term. EAL and related topics are included in the general programme. The SENDCO contributes to these sessions by delivering presentations aimed at raising awareness of EAL throughout the school and suggestions for class/whole school approaches.

Review

School data will include relevant information on EAL pupils, including achievement and progress. The evaluation process will serve as the basis for planning programmes of action.

The Policy is reviewed annually in consultation with the school leadership team.