

EAL Policy

Primary person responsible for updates to this policy: Donal Brennan

Job title: Headteacher

Last review date: June 2019

Next review date: June 2020

Please note: 'School' refers to St Anthony's School for Girls; 'parents' refers to parents, guardians and carers. This policy also applies to the EYFS.

Pupils attending St. Anthony's School for Girls may have English as an Additional Language (EAL) and a range of ethnic backgrounds are represented. It is our intention that these differences should be celebrated and any resultant needs addressed. The SENCo and the Headteacher oversee the EAL provision on offer.

We recognise the importance of developing fluency in one's first language and how this forms a firm basis for the development of any further languages. To this end parents will always be encouraged to support and develop fluency in the first language. SASG is committed to maintaining the bilingualism of pupils wherever it can.

AIMS

- To welcome and value the cultural, linguistic and educational experiences, which pupils with EAL bring to SASG.
- To implement school wide strategies to ensure that EAL pupils are supported in accessing the curriculum so that they will not fail to reach their full potential due to English being their second or additional language.
- To support EAL pupils in becoming confident and fluent in English, in order to be able to fulfil their academic potential.
- To monitor pupils' progress systematically, and use the data in decisions about classroom management, curriculum planning and provision.
- To maintain pupils' self-esteem and confidence by acknowledging, celebrating and giving status to their skills in their own languages.

Practice:

Pupils learning English as an additional language are entitled to the full Curriculum.

English is best learnt through the curriculum and pupils with EAL should be encouraged to play a full part in class activities from the start. All teachers are responsible for planning strategies to support the language development of pupils with EAL and their access of the curriculum, although they may seek guidance from the SENCo and the Headteacher on teaching strategies and resources.

It will be important when pupils join the school that they are given time to settle in, particularly if these pupils have recently arrived in the country.

On the basis of information gathered, pupils will be grouped and supported appropriately. Grouping will be organised to provide opportunities for interaction with good language models as well as in groups of needs or ability.

In the first instance, children will be supported in basic conversational English as required. Thereafter, second level acquisition skills will be supported to enable understanding of, and access to, the curriculum in its entirety. And finally, EAL pupils will be supported to gain higher, complex levels of understanding which include cultural references, inferential understanding and idiomatic reference.

Support will in part be provided through co-operative teaching between class teachers and Teaching Assistants (TAs), working with small groups which are not exclusively EAL children. This allows children to continue interaction with all peers, developing language both formally and informally, receiving support specific to their individual needs either within, or outside of, the normal classroom situation and when appropriate.

Written work will be preceded by modelling, shared work, scaffolding and oral and mental rehearsal. Visual aids will be used to support the learning of pupils in the early stages of acquiring English. The allocation of resources to support the teaching of EAL will be provided through the Additional Needs budget.

Gathering Information:

The SENCo will be responsible for maintaining a register of pupils who have English as an Additional Language and the various ethnic groups represented among the pupils.

Some strategies for staff working with pupils who have English as an additional language are listed below.

School/class ethos:

- Recognise the child's mother tongue; boost the child's self-esteem
- Identify the pupil's strengths
- Remember, she has the potential to become a fully bi-lingual adult, reaching their full academic potential
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

Teaching and Learning:

- Observe the pupil's competence in English in relation to the NC standards and expectations as soon as possible via an EAL Individual Pupil Assessment
- Show differentiated work for EAL pupils in planning
- Have high expectations; expect pupils to contribute and give you more than one word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that some EAL pupils may need more time to process answers
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use; this is acknowledged and work is done to ensure that self-confidence is maintained and developed so that children move on to the next stage of language acquisition as quickly as possible
- Teachers to use visual aids and real objects as far as possible to support understanding
- Ensure that EAL pupils hear good models of English
- Use collaborative learning techniques

Parents:

As a school we want to develop strong partnerships with our parents. We encourage parents to converse with their children and use their mother tongue to explore concepts. To ensure that they can access information regarding their children, we can provide translations and interpreters where necessary. We can also provide information on classes for parents to learn English as an Additional Language (ESOL). We want families to feel confident about approaching the school so, where possible, parents are supported in making links with other parents who speak the same language so that they can gain support from each other and not feel isolated.