

# St Martin's CE Primary School

Friendship Love Honesty Hope Respect Responsibility

*A place of spirituality, diversity and opportunity;  
Inspiring all, flourishing together.*



## EAL Policy

Guidance written by:	Mrs B McManus
Date policy published:	1 <sup>st</sup> September 2023
Date of next review:	1 <sup>st</sup> September 2024
Headteacher signature:	<i>Mrs B McManus</i>
Chair of Governors signature:	<i>Mr M Oldham</i>

## Introduction

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are recognised as learning English as an additional language (EAL).

As per the DfE school census guidance, a pupil's first language is not English when:

- Has been exposed to a language other than English during early development, and
- Continues to be exposed to this language in the home or in the community

EAL learners will need varying levels of provision and this group will include pupils at all levels of proficient in English.

## Context

The pupils at St Martin's CE Primary School come from diverse backgrounds with a wide range of language skills. We celebrate this and recognise and value the cultural, linguistic and educational experience that pupils with EAL bring to the school and are committed to providing a language rich environment and high-quality education for all.

St Martin's CE Primary School

- Caters for a large multilingual community.
- Has approximately 155 pupils on roll of which, on average, 51% speak a first language other than English.
- Has a large proportion of children with an Eastern European or Asian heritage.
- At least 23 different languages are spoken.  
We recognise that many families will have skills in languages other than English and may or may not feel confident in using English for written or verbal communication.

Throughout their time at St Martin's, all pupils learn about different cultures and faiths. This begins at the start of the year, when each class learn about their class name, the national animal from another country. Throughout the year, all pupils learn more about their link country and celebrate their customs and traditions.

In EYFS, topics include "All about me," which involves pupils sharing their home lives and context with the class, "Stories from around the world," which includes traditional fairytales from different countries, "Celebrations," which covers a variety of faith-based celebrations. The curriculum throughout the school is designed to reflect all pupil's backgrounds and heritage, this is through texts, visitors and cultural-capital days, such as "Christmas around the World."

We work closely with Wiltshire EMTAS (Ethnic Minority and Traveller Achievement Service) who support schools to meet the needs of learners of English as an Additional Language (EAL) and other minority ethnic children and young people, including Travellers. Through our work with EMTAS, we have a number of bilingual assistants who visit the school weekly, to support our pupils in their lessons.

## Aims and Objectives

At St Martin's CE Primary School, we:

- Ensure that all pupils and families are valued members of the school community by promoting their languages, cultures and identities throughout the school.
- Are proactive in removing barriers that stand in the way of our EAL pupil's learning and success.
- Support EAL learners to become confident and fluent in both spoken and written English,
- Enable EAL learners to access the full National Curriculum, including through adapting provision and teaching as their English develops.
- Ensure that EAL pupils progress through rigorous and regular monitoring, tracking and target setting and supporting pupils who are at risk of under achieving.
- Communicate effectively with families, using technology and resources to support.
- Encourage and enable parental support in improving children's attainment.
- Celebrate our status as a multilingual school and encourage members of the school community to use all their languages, both socially and for learning

## Roles and responsibilities

At St Martin's CE Primary School, the EAL Co-ordinator is Mrs B McManus, who is supported by Mrs J McDade. The SENDCo is Mr S McBride.

All staff are responsible for developing the English skills of EAL learners by:

- Maintaining high expectations for all pupils.
- Celebrating the child's first language and culture.
- Building on children's experiences of their first language.
- Modelling correct English by extending sentences and encouraging children to do the same.
- Striving to develop children's confidence in speaking English and to encourage respect, patience and tolerance from children whose skills are more developed.

The class teacher is responsible for:

- Ensuring they understand and plan for the language demands of the learning
- Ensuring that there are many opportunities for talk and that this is used to support writing.
- Providing key visuals and other scaffolding to support learning, and clear models of successful outcomes for pupils to follow.
- Ensuring that pupils meet learning objectives and for monitoring pupils' progress in line with school policy.
- Ensuring that pupils receive the interventions and support necessary to make good or better progress.
- Communicating with parents (using software where supportive).

Senior Leaders and the Inclusion Team will support by:

- Coordinating intervention and support.
- Review and analysis of data/progress/targets.
- Reporting to the Governing Body.

## EAL Classification Codes

The Department for Education uses the following EAL classification codes. These are the reference points for pupils on the EAL register.

<p><b>New to English [Code A]</b></p>	<p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support</p>
<p><b>Early acquisition [Code B]</b></p>	<p>May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
<p><b>Developing competence [Code C]</b></p>	<p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
<p><b>Competent [Code D]</b></p>	<p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
<p><b>Fluent [Code E]</b></p>	<p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>

## Identification and Assessment

### Integration of new EAL pupils

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the child's application form
  - Information from the tour/first meeting with the parent/carer
  - Information from EAL assessment carried out by the EAL Co-ordinator
  - Information from the child's previous school
- 
- The Class teacher will select a group of children to buddy for the new pupil. If possible, these children may share the same home language as the new arrival but this is not essential.
  - The EAL co-ordinator will ensure that the child is introduced to pupils with the same language, if we have any within the school.
  - The buddies, with adult assistance if needed, will show the new pupil the key areas of the school and will provide support and company for the pupil during break and lunch times.
  - Where a child is assessed as A or B (see EAL Classification Codes), the teacher will plan a programme of intervention with the support from the EAL Coordinator (if necessary). This will set short term targets and the length of the intervention programme, progress and action will be tracked and monitored termly.
  - The EAL Coordinator will provide the child with the School EAL Welcome pack and liaise with Parents and Class teacher to maximise the impact of the support received in school and at home.

### **Special Educational Needs and EAL**

EAL pupils are not necessarily children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL pupils may have a special educational need and in such cases, pupils will have equal access to school SEN provision, in addition to EAL support. EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy. The school will incorporate the use of Wiltshire APPEAL ( Assessment and Pupil Profiling for EAL Pupils).

### **Communication**

Parents and teachers will work together in the best interests of pupils with EAL. Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place. The EAL Co-ordinator will support the class teachers to facilitate their communications with EAL families suggesting dual language resources, translating letters and informing parents about interventions in place.