



Policy for the inclusion and support of pupils with English as an Additional Language

EAL Policy

Summary:	This policy outlines what Folkestone St. Mary's CEP Academy will do to support pupils with English as an additional language.
Policy Owner:	Trevor North
Committee Responsible for Review:	The Policy Review Committee
Approved by:	The Full Governing Body
Date issued:	June 2022
Next Review Date:	3 years from issue date

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Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our Academy by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our Academy community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for an Academy place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English.

The following provision can be expected:

- Initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition;
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language;
- Pupils will be placed in sets and groups which match their academic ability;
- Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated;
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers;
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary;
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level;
- Progress of EAL pupils will be monitored against both A Language in Common and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENCO. Provision will be recorded and monitored for effectiveness using the school's provision

map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental Support

We recognise that some parents who are learning English may find it difficult to communicate with the Academy and approach the Academy regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the Academy by, wherever possible, providing interpreting facilities at parents' evenings and other Academy meetings and by providing key Academy information in translated format.