



St Anne's Catholic Primary School

EAL Policy

Introduction

At St Anne's School we provide every child with equal access and opportunity to an inclusive and challenging curriculum.

English as an Additional Language (EAL) funding provides additional teaching support to help meet the language and Literacy needs and raise attainment of ethnic minority pupils. Pupils are targeted specifically for this support.

1. Aims

At St Anne's we aim to provide all children, but particularly those with EAL with the knowledge, skills and understanding they require to participate fully and on equal terms in all aspects of school life while maintaining their own cultural identity.

We aim to:

- 1.1 reassure parents that all the languages of the school community are valued. We recognise the need for pupils to maintain and develop their first language. We also aim to give the pupils whose mother tongue is not English a command of English which, as far as possible, is equal to that of native English speakers.
- 1.2 enable pupils to achieve their full educational potential through partnership teaching and small group activities within the classroom.
- 1.3 use resources which reflect the multilingual and multicultural diversity of the school.
- 1.4 help pupils feel positive about school and raise their self-esteem and confidence by providing a welcoming environment in which they feel valued, safe and secure.
- 1.5 ensure that all relevant school policies highlight the needs of EAL pupils, and include good practice and guidance for teaching these pupils.

2. Roles and Responsibilities

- 2.1 The language and literacy development of EAL pupils is the responsibility of the whole staff.
- 2.2 As there is such a high percentage of EAL learners at St Anne's, class teachers use whole class teaching strategies to address the language learning needs of the pupils and provide a language rich environment.



- 2.3 It is the responsibility of the school management and EAL Lead, in consultation with all teachers, to ensure that all staff are fully equipped to meet the needs of EAL pupils.

3. Role of EAL Lead

- 3.1 Liaise with class teachers and other members of staff to identify and support targeted EAL pupils across the school.
- 3.2 Work in partnership with class teachers to plan, deliver and evaluate children's work.
- 3.3 Provide support and monitor progress of EAL pupils.
- 3.4 Provide support and advice to class teachers on the language needs of EAL pupils.
- 3.5 Collect and collate information for the Lambeth EAL team and other appropriate agencies.

4. Classroom Organisation

- 4.1 As good practice in the classroom, all resources are clearly labelled in English.
- 4.2 EAL learners are given additional daily support from the Teaching Assistant when available. This is part of the teaching and learning process and an integral element of good practice and provision at our school.

5. Special Educational Needs (SEN)

- 5.1 Where EAL or other ethnic minority pupils are identified as having SEND, the EAL Lead will liaise with the SENCo to ensure effective coordination and provision.
- 5.2 Where the progress of an EAL pupil is causing concern, a First Language Assessment may be carried out to ascertain whether the difficulties are due to SEND, EAL or a combination of the two.

6. Resources

- 6.1 Resources are kept centrally and are available to all staff.
- 6.2 Some resources are available on the T:/drive in the following folders: 'New Pupils' - 'EAL' - 'Barrier Games'.
- 6.3 We use resources which reflect the cultural and linguistic diversity within the school, e.g. displays, artefacts, books, maps, posters, etc.



- 6.4 Resources are also used as visual aids to assist all children with their learning.
- 6.5 St Anne's holds an annual multicultural evening (International Evening), which celebrates the different cultures in our school.
- 6.6 Lunchtime clubs are set up by the EAL Lead and run by bilingual TAs with groups of Year Five and Year 7 children from a local secondary school (Lilian Baylis). The clubs support younger pupils from Nursery, Reception and Year One to develop their language and literacy skills.

7. New Pupils/Pupils New to English

- 7.1 Buddies are allocated to new pupils and they also receive certificates for the support they give.
- 7.2 New pupils are introduced and welcomed to the school. Their photo is displayed on the Welcome Board with a piece of writing introducing them.
- 7.3 Class teachers are given support with newly arrived pupils through:
 - Use of first language Beginner Boxes (Portuguese, Spanish and Polish)
 - A checklist on the Induction of New Pupils (on the T drive).
 - Support from children who share the same language.
 - Discussion with EAL teacher/Lead re: ideas, resources, etc.

8. Assessment

- 8.1 The EAL Lead meets with class teachers each term to review Stages of English. At this meeting targets are reviewed and new targets are set where appropriate.
- 8.2 Children are also assessed using Stages of English the new EAL proficiency stages criteria when they receive additional support from the EAL teacher/Leader.

9. EAL Coordinator's Role

- 9.1 To revise the EAL Policy in consultation with all staff.
- 9.2 To meet class teachers on a termly basis to update EAL targets and Stages of English.
- 9.3 To be aware of new resources available and to order resources as required.



- 9.4 To keep up to date with, and to brief staff on current strategies which support EAL learners.
- 9.5 To support staff in the teaching of EAL and to organise training when required.
- 9.6 To establish and maintain contacts beyond the school through EAL conference, Lambeth network meetings, and liaising with other schools.

Date agreed by governing body on 21/06/2022	Signature of Chair or Vice Chair
Date agreed for review Summer 2025	Frequency of Review Three Years
Responsibility for Review PPC Committee	