English as an Additional Need (EAL) Policy

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Approvals

This policy requires the following approvals:

Date Approved	Version	Review Date
Dec 2022	First Version	September 2023
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Contents

1. Introduction

At The Trinity Catholic School, we believe that every person is a wonderful, unique creation of God. As part of this, we celebrate the identity of each individual and all the languages that are spoken in our school community. Our mission is to educate the whole person: spiritually, morally, socially, academically; we are committed to providing a comprehensive education for all and for this to be contributed to and enriched by the cultural, linguistic, educational and individual experiences and heritage of our students.

"All of them were filled with the Holy Spirit and began to speak in other languages as the Spirit enabled them" *(Acts 2:4)*

Each person needs to feel safe, accepted, understood and valued so that they can access the curriculum, learn and grow; for pupils who are learning English as an additional language this encompasses recognising and valuing their cultural, linguistic and educational background. Therefore, we are committed to meeting their individual educational needs, overall well-being and pastoral care whilst valuing diversity to help EAL pupils to integrate fully into the school community.

At The Trinity Catholic School, we strive to enable all pupils to have a full, broad, balanced and challenging curriculum with their peers and to learn English within this rich context. Where identified as necessary, in-class and/or withdrawn support may also take place to support a pupil's learning and acquisition of English.

2. Statement of aims and commitment

"A good head and a good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special." Nelson Mandela

As a school, our aim is to 'live as a community' together and to enrich that community with the faith, skills, languages and rich heritage within it, to further develop these gifts, to enable pupils to reach their academic and moral potential and to equip them for their future.

At Trinity Catholic School, our aims are:

- to promote equality of opportunity for all students who have English as an additional language (EAL) and to support them to fully access the curriculum.

- to deliver a broad and balanced and cognitively challenging curriculum to all students.

- to provide an environment which celebrates diversity and supports English language learning.

- to provide the linguistic support necessary for individual to reach their potential, including targeted EAL support where needed.

- to facilitate parental access, where possible, to school life and events, such as parents' evenings.

- to promote and encourage the development of students' first languages.

3. Context

The Trinity Catholic School is situated in the north of the city of Nottingham and is a Catholic secondary voluntary academy school and sixth form, part of the OLOL (Our Lady of Lourdes Catholic Multi Academy Trust). It has a large catchment area from the inner city to suburban areas of the city and our students are from diverse socio-economic and cultural backgrounds.

The Government's definition of an EAL learner is 'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (*DfE Schools, Pupils and their Characteristics July 2020).* Thus, the term EAL is used to describe a diverse group of pupils for whom English is an additional language, who are connected and grouped together by their use of one or more languages other than English at home or within their community. However, it should be noted that although bilingual learners all use or have access to more than one language at home or at school, this does not necessarily imply full fluency in both, any or all languages. (Aiming high: raising the achievement of minority ethnic pupils - DfES 0183/2003).

EAL learners range from new arrivals to the UK who speak little or no English to young people who were born in the UK and speak English most of the time at home and school, but who also speak another language or other languages occasionally to extended family members. Even within the group of learners termed 'new arrivals' there is great diversity: they can be beginners, intermediate or advanced learners of English, arrive at any age and come from a range of educational and socio-economic backgrounds. Some EAL learners will have moved country voluntarily and some will have been forced to leave their country of birth.

Although it is no longer a statutory requirement, Trinity continues to assess EAL students using the DfE proficiency in English codes.

The levels of English proficiency are:

A – New to English
B – Early Acquisition
C – Developing Competence
D – Competent
E – Fluent

Currently in our school community:

- forty-seven different languages are spoken (the main languages spoken are Polish, Malayalam, Tigrinya and Italian).

- 47% of our student population are EAL, and English proficiency ranges from New to English (A) to Fluent (E).

- the majority of our students for whom English is an additional language are Advanced EAL learners (Competent/Fluent, requiring some support to access the curriculum).

- 1.5% of EAL pupils are New to English or Early Acquisition and require significant support to access the curriculum.

- 19% of EAL pupils are Developing Competence and require on-going support to access the curriculum.

- 14% of our EAL pupils are recipients of Pupil Premium.

4. Key principles for second language acquisition

Language is at the very heart of thinking, teaching and learning. Bilingualism/ multilingualism is a strength and asset, and the development and maintenance of a student's first language has a positive impact on both the acquisition of English and on educational attainment. The skills learned in their first language/ other languages spoken can provide a strong foundation for a student to build their linguistic and literacy skills in English on. An individual's first language also plays an important part in their identity and research has shown that the ability to speak and understand another language has a range of additional benefits, such as creativity. Therefore, at The Trinity Catholic School, we believe that the use and maintenance of all the languages spoken within our school community is to be supported, encouraged and celebrated.

In terms of 2nd language acquisition, the following factors need to be considered:

- A learner's first or home language plays an important role in the acquisition of an additional language.

- The majority of EAL students will develop everyday spoken English in 1-2 years. This is known as BICS (basic interpersonal communication skills).

- However, continued support will be needed to develop the language necessary for formal communication and academic demands. This is known as CALP (cognitive academic language proficiency). On average, this takes 5-7 years.

- Language develops best when used explicitly and in purposeful contexts across the curriculum.

- Effective use of language is essential to teaching and learning in every subject.

- Teachers and support staff have a crucial role in modelling language.

- The language demands of learning tasks need to be identified and planned for.

- A clear distinction should be made between English as an additional language (EAL) and Special Educational Needs and Disabilities (SEND).

5. EAL teaching and learning

Teaching strategies to support access to mainstream curriculum:

- Enable opportunities for pupils to draw on previous experience and knowledge; encourage the transfer of knowledge, skills and understanding of one language to another.

- Allow time and provide opportunities for students to practise and use language.

- Model language and help students use appropriate language for different genres and levels of formality.

- Provide effective opportunities for talking and listening to clarify, present and plan ideas, particularly prior to writing.

- Use key visuals, such as graphic organisers and diagrams, to provide visual support.

- Keep cognitive challenge high whilst supporting pupils with language acquisition, usage and understanding.

- Plan differentiated work where appropriate and necessary.

- Recognise that pupils may need more time to process answers.

- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives.

- Liaise with the EAL department to inform provision, differentiate work and provide support for EAL students.

- Organise the classroom to give EAL pupils access to teaching and support staff and peers who can provide language support.

- Use scaffolding for language and learning, e.g. talk and writing frames, graphic organisers.

6. Planning, monitoring and evaluation for EAL

- When planning curriculum delivery, staff take account of linguistic and cultural backgrounds of students and their families.

- Targets for EAL students are appropriate and challenging.

- Planning for students with EAL incorporate curriculum and linguistic objectives.

7. Special Educational Needs and Gifted and Talented Pupils

Having a home language other than English is an asset and is not a special educational need and the teaching and learning planned and provided for them should be no less cognitively challenging. When a child for whom English is an additional language also has SEND the EAL Department liaises closely with the SEND Department to effectively support the pupil and ensure that those students have equal access to the school's SEND provision.

8. Assessment and record keeping

For in-year admissions, the EAL Coordinator and a member of SLT/a Progress Coordinator will meet with a new EAL student and their family to discuss and share relevant information prior to starting at The Trinity Catholic School. The student will be given a tour of the school and will be assessed by the EAL Coordinator. Staff will then be provided with some initial information about the student to aid them settling in and to help them in their language acquisition. Where appropriate, EAL support (in-class or withdrawn) will be timetabled.

Using the DfE proficiency in English codes, the EAL Coordinator will regularly assess the written work of the EAL students and the students' proficiency will be updated accordingly.

Where appropriate in curriculum assessments, students with EAL may be taken out of the classroom to complete the tests with support (to read the questions or speak to talk through and formulate answers). If needed and relevant, extra time will also be given for the assessments to be completed. In public exams, students may be allowed use of a bilingual dictionary (and 10% extra time), in accordance with the Joint Council for Qualifications' (JCQ) Regulation and Guidance.

9. Resources

- The EAL team consists of two members of staff (including the EAL Coordinator) who support identified EAL students. This support can be in the form of withdrawn, small-group or one-to-one support lessons, in-class support, intervention and homework support. In addition, the EAL classroom in the Emmaus Centre is also accessible to students (and staff) before school and at break times and lunchtimes
- Access to materials such as bilingual dictionaries and IT resources to support language learning is available.
- Staff are aware of the benefit and value of visual support (for example, key visuals, images, websites, maps) and this is built into planning

10. Parents/carers and the wider community

To encourage parental and community involvement, we at Trinity school will:

- Provide a welcoming induction process for newly arrived pupils and their families/guardians.
- Use plain English and use translators and interpreters, where appropriate and available, to ensure good, effective communication.
- Recognise, encourage and support the use of first/home language.
- Identify and celebrate linguistic, religious and cultural backgrounds of the students and their families.
- Help parents and guardians understand school rules and routines, the curriculum and UK education system and how to support their children's learning at home.
- Signpost students and their families/guardians to community support and events.

11. Key responsibilities and staff development

The EAL Coordinator at The Trinity Catholic School is Mrs Lucie Steele and Mr Tim Pickup (Assistant Headteacher on the Senior Leadership Team) is the direct line manager for the EAL Department. All EAL provision is coordinated from the Emmaus Centre on Kingsbury Drive, which is situated between the school's upper and lower school sites.

The EAL Coordinator plays an essential role in the EAL provision and is responsible for the day-to-day operation of the EAL policy. In addition, the EAL Coordinator will provide advice on EAL teaching, assess all new arrivals with EAL, provide staff CPD (including for new/student teachers), promote positive relationships with and support the families of the EAL students help promote and celebrate diversity in the school community and liaise with the SLT on EAL matters.

EAL training opportunities are provided regularly throughout the year, including for student teachers and on the staff INSET day at the beginning of the year. The EAL Department also liaise with colleagues to support the provision for EAL students within their subject areas. Furthermore, the EAL Coordinator attends relevant meetings such as Curriculum Board and Pastoral Board meetings.

All teachers participate in the teaching of the English language within the teaching of their own subject and all staff and school governors contribute to the implementation of the policy, which will be reviewed on a regular basis.

12. Monitoring, review and evaluation of the policy

This policy will be monitored and reviewed annually by the EAL Coordinator and the EAL Department line manager.

Glossary of terms

EAL	English as an Additional Language
OLOL	Our Lady of Lourdes Catholic Multi Academy Trust
DfES	Department for Education and Skills
BICS	Basic interpersonal communication skills
CALP	Cognitive academic language proficiency
SEND	Special educational needs and disabilities
IT	Information technology
JCQ	Joint Council for Qualifications
CPD	Continuous professional development
SLT	Senior leadership team