



Mission Statement

'St Nicholas Catholic Academy is a diverse, nurturing and dynamic community which is faithful to Jesus, welcoming to all and provides a learning community where everyone can succeed'
Following in the example of Jesus

At St Nicholas Catholic Academy, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We work with students, parents, community and staff to promote a solid partnership and build a strong foundation for lifelong learning by nurturing, guiding & challenging all of our students to achieve their full potential.

St Nicholas Catholic Academy EAL Policy

Adopted: September 2022 Review date: September 2023

St Nicholas Catholic Academy is an inclusive school. The staff here are constantly striving and developing new ideas in order to meet the needs of all our pupils. Our professional endeavours are directed towards all aspects of our pupils' education - their teaching and learning, their achievements, their attitudes and their well-being. We encourage our pupils to aim for the highest possible standards and we take account of each child's individual needs and experiences.

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised, valued and celebrated.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is constraint upon to educational achievement, indeed, multilingualism is celebrated and shared as a feature of our diverse school community. Our school recognises the importance of community languages in their own right and the ability of their speakers to acquire other languages.

Aims and Objectives

The aim of this policy is to ensure that we meet all the needs of those children who are learning English as an additional language. In our school we value each child as a unique individual. We will strive to meet the needs of all our children and ensure that we meet all statutory requirement is related to inclusion. All children in our school follow the requirements of the National Curriculum. We provide learning opportunities that enable all pupils to make good progress. Our pupil representation within the school council is diverse and inclusive of the religious and cultural backgrounds of our pupils.

Teaching and Learning

In our school, Class Teachers and Learning Support Assistants use, adapt and evolve various methods to help children who are learning English as an additional language developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking and using talking to support writing;
- Encouraging them to use their home language to support their learning in English.
- Providing weekly lessons in Spanish for pupils in Years 3-6
- We encourage our children to be proud of their language, culture and heritage.

Teachers are encouraged to communicate with other practitioners both within the school and the wider community, share good practice, reflect on their teaching methods to ensure that barriers to learning, including language are removed.

We strive hard to meet the needs of all pupils learning English as an additional language and we achieve this by ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- Using the support and expertise of EMTAS to provide additional support for our EAL pupils
- Using visual aids to support learning.
- Use of translation
- Use of ICT programmes such as clicker 6 to support learning.
- Providing additional adult support;
- Using peer support where appropriate;
- Using a buddy system; where we pair up a new to English speaker with a native or fluent English speaker.
- Using family group support where appropriate;
- Working one-to-one.
- Ensuring all staff receive appropriate training, this includes our frontline staff.
- Developing an inclusive environment where children feel safe and secure in their learning.

EAL support

Criteria

Our EAL children are assessed using the NASSEA assessment and this is tracked to see progress and to pick up where extra support may be needed. We sometimes withdraw children from lessons to receive EAL support through the use of the Talking Partners intervention. The aim of these sessions is to provide tailored support for children in order for them to access the National Curriculum as soon as possible. This does not mean that the children are on the Special Needs Register. Children receive additional EAL support within the classroom and it is tailored to their level of need.

The Early Years Foundation Stage

The Foundation Stage helps children learning an additional language by:

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- Providing a range of opportunities to engage in English speaking and listening activities with peers and with adults;
- Providing support to extend vocabulary;
- Providing a variety of writing opportunities.
- FS assess their EAL children according to the Early Learning Goals and develop and enhance language through continuous provision, interventions and focus group time.

Assessment for Learning

- We record the attainment and progress of EAL children according to agreed school procedures;
- The statutory assessment arrangement of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language;
- We follow the statutory assessment and reporting arrangements for the national Curriculum test at the end of KS1 and KS2 for our EAL children.

Assessment

The children who are new to learning English and children who are receiving EAL support will have their progress tracked by the class teacher using the NASSEA assessment every term. The EAL co-ordinator will also track their progress and the impact of the support they are receiving.

We recognise that when children are acquiring a language, it is normal for them to be silent for a period of time, however staff will monitor and track progress specific to this 'Silent Period'. When appropriate and if necessary other professionals may be contacted.

Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support are not necessarily SEND.
- Should SEND be identified, EAL pupils have equal access to school's SEND provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

Parents/Carers

We welcome and encourage the contribution our parents make to their children's education.

Our staff strive to encourage parental and community involvement by:

- Providing key information translated into the main community languages.
- Using translators and interpreters where appropriate/available and to ensure good spoken and written communication.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community emphasising that all languages are valued.
- Helping parents understand how they can support their children at home with their language development.
- Encouraging our parents to become involved in our 'Language of the Month' each month and other events which celebrate our cultural diversity.

This policy will be reviewed annually.

Signed _____ (Martin Davies)
(Headteacher)

Date _____

Signed _____ (Emma Baines)
(SENCo)

Date _____

Signed _____
(Governor)

Date _____