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Introduction

St Faith's ('the School') is committed to the equal treatment of all pupils including those with English as an Additional Language (EAL). Our aim is for every pupil to feel included, valued and supported to reach their full potential. We value the linguistic and cultural diversity of our community and we foster a welcoming and inclusive environment. This policy works towards eliminating disadvantages for pupils with EAL.

Aims

St Faith's, through its English as an Additional Language Policy, aims to:

- Show our commitment to promoting respect, equality, diversity and inclusion across our school community, in line with the School's vision and values
- Celebrate and encourage multilingualism
- Foster an ethos of welcome within the school for EAL learners and their families
- Identify a child's level of English proficiency during the application and entry assessment process
- Devise a language support programme for EAL learners as appropriate
- Implement appropriate strategies to ensure pupils with EAL can access the full curriculum and make good progress
- Monitor the academic progress of pupils with EAL
- Employ a joined-up approach to supporting EAL learners with SEND
- Support the wellbeing of pupils with EAL
- Equip staff with the knowledge, skills and resources to support and monitor pupils with EAL
- Work in partnership with families and caregivers of EAL learners to support their children

This policy should be read in conjunction with the following [School policies](#):

- Admissions Policy
- Assessment, Feedback and Reporting Policy
- Curriculum Policy
- Equal Opportunities for Pupils Policy
- Teaching and Learning Policy
- Special Educational Needs and Disability Policy

Definition

Many pupils arrive at St Faith's already speaking more than one language. For these pupils, English may be their first, second, third or fourth language and their level of proficiency in English may vary from being new to English through to being fully fluent.

The Department for Education identifies a child as having English as an additional language (EAL) where they '*are exposed to a language at home that is known or believed to be other than English*' ([English proficiency: pupils with English as additional language - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/english-proficiency-pupils-with-english-as-additional-language)). This includes pupils who have been exposed to English at the same time as another home language.

The Department for Education defines a child as having a first language other than English when the child:

- was initially 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.

Roles and responsibilities

The **Director of Teaching and Learning** is responsible for:

- Leading the strategic development of EAL policy and provision in the school, together with the Head and governing body
- Having overall day-to-day responsibility for the implementation of the EAL policy
- Overseeing the collation and recording of information about languages and level of English proficiency and advising on changes as required
- Advising on any reasonable adjustments required during the admissions process
- Coordinating specific provision for pupils in Years 3-8 who require EAL support
- Ensuring all staff understand their responsibilities to children with EAL and the School's approach to identifying and meeting language support needs
- Ensuring that teachers are given any necessary information related to a child's language support needs for pupils in Years 3-8 so that teaching practices are appropriate
- Providing support to staff on EAL related matters, including the arranging of training where required
- Monitoring the progress and attainment of pupils with EAL relative to other groups
- Providing any required support to parents of pupils with EAL

The **Head of Pre Prep** is responsible for:

- Advising on the strategic development of EAL policy and provision
- Having overall day-to-day responsibility for the implementation of the EAL policy in the Pre Prep
- Advising on any reasonable adjustments required during the admissions process for Pre Prep pupils
- Coordinating specific provision for pupils in the Pre Prep who require EAL support
- Ensuring that teachers are given any necessary information related to a child's language support needs for pupils in the Pre Prep so that teaching practices are appropriate
- Providing support to Pre Prep staff on EAL related matters, including the arranging of training where required
- Providing any required support to parents of pupils with EAL in the Pre Prep

The **Admissions Registrar** is responsible for:

- Ensuring information about languages spoken and level of English proficiency is gathered from all prospective pupils
- Collating information regarding any additional language needs during the admissions process and sharing this with the Director of Teaching and Learning and Head of Pre Prep (as appropriate)

- Arranging any reasonable adjustments required during the admissions and entrance testing process following advice from the Director of Teaching and Learning, Head of Pre Prep and Heads of Maths and English (as appropriate)

The Academic Administrator is responsible for:

- Establishing and maintaining an accurate record of all pupils with EAL
- Providing any data on EAL / English language proficiency required by the DfE and ISI

All **teaching staff** are responsible for:

- Implementing effective teaching strategies to ensure pupils with EAL are able to access the full curriculum and make good progress
- Assessing and monitoring the progress of pupils with EAL receiving additional support and sharing any concerns with the Director of Teaching and Learning or Head of Pre Prep

Identification of EAL and additional language need

All children with EAL are identified during the admissions process. Through the application form and transfer report form, the Admissions Registrar collects information about a prospective pupil's:

- first language
- any other languages spoken at home
- level of English proficiency (see table below)

Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as their first language. Operates without EAL support across the curriculum
Competent	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
Developing competence	May participate in learning activities with increasing independence. Able to express themselves 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
Early acquisition	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
New to English	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

The School is committed to ensuring the equal treatment of all pupils in all aspects of School life. For prospective pupils who are identified as using EAL, reasonable adjustments are made as required during the entry assessment process to take into account their cultural and/or linguistic background.

During the admissions process, where a child is identified as using EAL and not yet being fluent in English, any additional language needs that they may have will also be assessed. These will be identified through:

- the application form
- the transfer report form
- review of the child's entrance assessment papers (or dialogue with feeder nurseries and observations during Admissions play sessions conducted by the Head of Pre Prep and Head of Early Years for those applying for Pre School / Reception entry)

The Admissions Registrar will request feedback on additional language needs from those reviewing the assessment papers and share this information with the Director of Teaching and Learning and Head of Pre Prep (where applicable).

Pupils may also be referred for EAL support after joining the school. If a teacher or Tutor feels that a pupil with EAL who is not receiving additional language support may benefit from additional input, they should contact the Director of Teaching and Learning or Head of Pre Prep (as appropriate).

The Director of Teaching and Learning or Head of Pre Prep will seek any further information needed before determining any additional support required.

If any additional language support is felt appropriate, this will be discussed with parents and an individual support plan will be put in place.

Planning, monitoring and evaluation

At St Faith's, we understand that the term 'EAL' is used to describe a heterogeneous group of learners with a diverse range of experiences and needs. Those with a good grasp of English already may not need any support to access the full curriculum or may only require support with particularly complex materials and tasks, unfamiliar cultural references or academic writing. Others with a lower level of proficiency may need significant and ongoing EAL support. Whilst fluency in spoken English is usually achieved within two years, it takes on average five to seven years to become fully competent in an additional language. As such, when additional language support needs are identified, we strive to tailor our provision to meet the needs of the pupil by putting in place an individual support plan.

Individual support plan

Assess - Where a pupil is identified as having additional language needs that require further support, either through the admissions process or teacher referral, the Director of Teaching and Learning or Head of Pre Prep will conduct a thorough assessment of the pupil's needs. This may include: discussions with the pupil, discussions with parents, gathering feedback from teachers, looking at pupil work, observations in class, analysis of examination data and progress reports or external assessment, for example a language test or assessment using the Bell Foundation EAL Tracker.

Plan – Where it is decided that additional language support would be beneficial, the Director of Teaching and Learning or Head of Pre Prep will agree in consultation with parents, relevant teachers and the pupil the adjustments, interventions, support and any teaching strategies to be put in place and individual targets will be set. These will be recorded on an individual support plan and shared with all relevant staff.

Do – EAL learners make the best progress when educated with their peers; wherever possible we will use adjustments, support and strategies that enable them to remain in the classroom with access to the full curriculum. If regular monitoring shows that pupils are not making the expected progress with this support, we may offer Teaching Assistant support in the classroom or targeted interventions.

Review – The effectiveness of any additional language support and will be reviewed each half term, or more often if agreed with parents. Teachers, working with the Director of Teaching and Learning or Head of Pre Prep, will review the impact of the support in place on the pupil's progress towards their targets and more broadly and will decide on any changes in consultation with the parents and pupil (if appropriate).

Effective teaching of EAL learners

All teaching staff are teachers of EAL and play an important role in supporting the language acquisition, social inclusion and wellbeing of our EAL learners. In their day-to-day practice, they will be guided by the following three principles:

1. We set high expectations with appropriate support

- We understand that EAL learners make the best progress when educated with their peers; however, as pupils with EAL develop proficiency in English, their cognitive and academic abilities often exceed their language abilities. To help them overcome this barrier and access our full curriculum we:
- Set goals that stretch and challenge pupils
- Allow preparation before the lesson
- Explicitly teach language alongside content
- Sit the pupil at the front
- Ensure language is modelled and demonstrated (e.g. using visuals; clear, concise language; repetition)
- Provide effective opportunities for talking that are used to support writing
- Allow additional processing time
- Differentiate work, providing scaffolding and support as required

2. We encourage pupils to use and develop all their languages

Learners' multilingualism is an asset and helps with their acquisition of English. Research shows that maintaining and developing learners' home languages and other languages they know results in greater cognitive flexibility and stronger academic performance. Home languages also often play a central role in the learner's sense of identity. As such, we celebrate and make use of pupils' home languages wherever possible, for example we:

- Place pupils in a class with a 'buddy' who speaks the same language, where possible
- Provide opportunities for pupils to discuss work in their first language or another language they know with a peer who shares that language
- Promote codeswitching and translation between languages to support pupils' subject content learning and language acquisition
- Encourage use of a bilingual dictionary
- Allow pupils to research topics and/or write in their first language
- Make use of bilingual teaching assistants to support pupils, if available

We also encourage parents to continue speaking to their child in their home language and developing their knowledge of this language at home.

3. We foster an inclusive culture

As with all learners, learners of EAL make the best progress when they feel happy, safe and valued.

We help create such a learning environment for our pupils by:

- Showcasing the multilingualism and diversity within our school wherever possible
- Celebrating pupils' home languages and cultures (through resources, displays etc.)
- Providing opportunities for pupils to share their language and culture with their peers
- Acknowledging the Silent Period and encouraging, but never pressuring, pupils to speak
- Planning paired and group work so pupils can build confidence speaking in a small group and start to develop friendships
- Ensuring pupils have an allocated 'buddy' to support them as they settle in
- Having consistent routines that are shared with the pupil
- Encouraging pupils to join extra-curricular activities
- Offering lots of reassurance and praise
- Empathising when pupils are finding aspects of school life challenging

Further information on how to support multilingual children in the EYFS can also be found on the Department for Education website: [Help for early years providers : English as an additional language \(EAL\)](https://www.gov.uk/guidance/help-for-early-years-providers-english-as-an-additional-language-eal) ([education.gov.uk](https://www.gov.uk/guidance/help-for-early-years-providers-english-as-an-additional-language-eal))

Resources for teachers

When a pupil is identified as requiring additional language support and an individual support plan is put in place, the resource and training needs for staff will also be considered during the planning process. The Director of Teaching and Learning or Head of Pre Prep will work with relevant class teachers and teaching assistants to identify any support required and implement this.

Assessment and monitoring of progress

The attainment and progress of our learners with EAL who receive additional support is assessed and monitored closely by their class teacher(s) and Tutor to ensure they are successfully meeting the differentiated objectives set for them and are increasingly able to access the full curriculum without EAL support.

In line with our assessment policy, much of the assessment of attainment and progress that is taking place will be informal, formative assessment that is integrated into classroom teaching. In the case of our EAL learners receiving additional language support, this assessment will be tailored to their needs to ensure that any judgements made are reliable and provide a true picture of their abilities.

Pupils typically sit internal and external summative assessments alongside their peers. A decision on whether such tests are appropriate will be made by class teacher(s) in consultation with the Head of Department (internal assessments) or by the Director of Teaching and Learning / Head of Pre Prep (external assessment). We are aware that assessments may not give an accurate picture of the cognitive and academic abilities of our pupils with EAL. Pupils may know the subject content, but be hindered from producing the correct answer due to the language barrier. As required, where possible these will be adapted to be accessible, for example by removing the need for specific language knowledge or allowing pupils to respond to a question by drawing or by recording themselves speaking rather than writing.

The progress of all pupils with EAL is also monitored by the Director of Teaching and Learning, both at an individual and cohort level. Where there is any concern that a pupil or cohort is not making the expected progress, this will be followed up and any necessary action will be taken.

Special Educational Needs and Disabilities (SEND)

Whilst learners with EAL may face a linguistic challenge and need additional support within school, EAL is not a special educational need. At St Faith's, we recognise this distinction and provide targeted EAL-specific support

We are aware, however, that as in all learner populations, there are many pupils with EAL who do also have special educational needs or disabilities (SEND). For those children to thrive and reach their potential, it is vital to identify them as early as possible and to provide targeted and integrated support that addresses both their linguistic challenges and their special learning needs. At St Faith's, we do this by ensuring a joined-up approach where staff work together on correctly identifying, assessing, referring, and supporting multilingual children and their families.

Identification: SEND may be identified during the admissions process because the family informs the school or because staff who assess the pupil suspect the presence of SEND; or staff may notice indications of SEND after admission. Where we are confident that any suspected needs are not due to a cultural or linguistic barrier, a SEND referral will be made.

Assessment: Following referral, the Head of Learning Support will assess the pupil. As standard diagnostic tests have a cultural and language bias that could disadvantage the pupil, a holistic approach will be adopted using a combination of assessments, observations, information gathering, and feedback from staff, parents and pupils.

Support: Where needs are identified, the Director of Teaching and Learning / Head of Pre Prep and Head of Learning Support will work together to provide targeted and integrated support that addresses both the pupil's linguistic challenges and their specific learning needs.

Parents / carers and the wider community

At St Faith's we place great value in building strong home-school relationships and recognise the important role parents play in supporting their child's learning. We appreciate that parents of pupils using EAL can experience a range of barriers when engaging with schools and strive to support and involve them by:

- Organising an induction programme
- Having a key person who parents can contact with any questions or concerns
- Providing regular information on the school system, curriculum, school expectations etc. through our information evenings, newsletters and SchoolPost systems
- Sharing ideas of practical strategies which parents can use to support their child's learning at home
- Where possible, allowing an interpreter to provide language support at any meetings that parents are due to attend
- Inviting parents into school to share their language and culture with the pupils