



**St John the Divine Church of England
Primary School
English as an Additional Language Policy**

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Mission Statement

The aim of St. John the Divine Primary School is to enable all pupils to progress to their highest level of achievement, so that they are equipped with appropriate skills, and maturity, knowledge and spirituality for a successful career throughout their educational lives, and so may be able to contribute to a diverse and challenging community.

We the staff, parents and governors do this through:

- A well planned and well delivered curriculum, where children are expected to discover and achieve their personal goals
- Setting boundaries and developing patterns of good behaviour, respect and care for others
- Creating a secure and caring environment encouraging the Christian traditions of worship and community service, in the context of a multi-cultural community, and celebrating that we are all uniquely made in God's image

'Jesus said: I have come that they may have life, and have it to the full.' (John 10:10)

Our school motto is: **TEAM - Together Everyone Achieves More**

'You are the body of Christ, and each one of you is part of it.' (1 Corinthians 12:27)

Aims

St John the Divine CE Primary School is committed to meeting the needs of students with English as an Additional Language, (EAL). Whilst being clear that EAL is not Special Educational Need or Disability (SEND) or a learning difficulty, the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore we will endeavour at all times to:

- Ensure EAL students have full access to the curriculum (and other School opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students – particularly those who are International New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

Terminology

- **EAL** is an umbrella term that refers to any student learning and using English as an additional or second language.
- Within this, there is a more vulnerable group of students we term as '**International New Arrivals**' → abbreviated as **INA**. This refers specifically to students who have entered the UK within the past two years.
- There are also a number of terms that can be useful when describing the background of EAL students:
 - 'first generation' – meaning they were born in another country and have since resettled in the UK with their family.
 - 'second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
 - 'migrant worker' – those who have moved for economic betterment.
 - 'asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

Context

As of September 2015, [160 (1-4) / 77%] of students at St John the Divine CE Primary School are identified as EAL and speak a language other than English as their 'first' or 'common' language.

A variety of first languages, other than English, are spoken by students in our school. There is also a high frequency of students from who have direct lineage to African countries where English is the official language but localised languages / dialects are commonly used.

Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community and wider public society. As a Christian school, the fulfilment of this amongst EAL students is a fundamental part of our mission.

- EAL students will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL students are not automatically SEND and should not be labelled / treated in this way.
- EAL students are not automatically 'lower ability' – and should not be labelled / treated in this way.
- EAL students may have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of EAL students

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. Currently the designated 'EAL Co-ordinator' is the Languages Leader who oversees development and day-to-day coordination of EAL provision.

Responsibilities of the designated EAL Coordinator include:

- Identifying incoming EAL students.
- Bringing the presence and needs of current EAL students to the attention of colleagues.
- Responding to requests for information about EAL students.
- Ensuring that EAL students are integrated into mainstream classes and have full access to the curriculum.
- Maintaining a register of EAL students.
- Working with EAL students directly providing learning support; assisting teachers with providing learning for EAL students.

Approach to Teaching & Learning

- Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development.
- Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will coach students in how to learn.
- Every teacher will encounter students who, having moved countries, are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups.

Placement

We recognise that EAL students, who may be new to English and to the UK, need support and stability as they start school. We therefore aim to make an early informed decision about timetable content & setting before a student starts at school, and will maintain it unless we discover the student is seriously misplaced.

Without exception, we recognise that EAL students:

- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups with fluent English speakers who will provide them with good models of language.

- Should be placed in sets in line with their intellectual/cognitive abilities first, language skills second.
- Are not automatically placed with Learning Support / SEND students for reasons of LSA support.
- Are not placed in teaching groups based on one standalone test / assessment.

Admissions, Identification and Tracking

- The school recognises that background information on EAL students can often contain gaps and be inconsistent – it can also be a sensitive issue for some families.
- All students will be added to the EAL Profile. Students will be identified according to need for support.
- School data will include relevant information on EAL students; this will enable the school to monitor targets.
- EAL students will be monitored as part of SMT meetings, pupil progress meetings and tracking achievement and attainment. Where a student's achievement appears to be affected by difficulties related to EAL, target-led intervention will be put in place by the EAL Co-ordinator with support from the student's subject teachers.
- Information related to students EAL needs is passed on to subject teachers by the EAL co-ordinator.

Special Educational Needs and Gifted and Talented Students

The school recognises that most EAL students needing support with their English language development do not have SEND needs. However, should SEND needs be identified during assessment; EAL students will have equal access to appropriate provision. Similarly, the school recognises that there may be EAL students who are Able, Gifted and Talented even though they may not be fully fluent in English.

Resources

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language & literacy interventions.

CPD

The School will ensure that all staff are provided with access to support including CPD sessions focused on supporting EAL across the curriculum.

Links to other policies:

Teaching & Learning Policy
 SEND Policy
 Equality Policy
 Admissions Policy

Monitoring and Reviewing

The effectiveness of the policy will be regularly monitored to ensure that arrangements are being implemented and that the people named in the policy are carrying out their duties.

This policy was agreed on: September 2015

This policy will be reviewed in: September 2017