

**ST BERNARD'S HIGH SCHOOL
EAL POLICY**



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1.

ST BERNARD'S HIGH SCHOOL VISION STATEMENT

St Bernard's is a school community that aims to live by Jesus' commandment "love one another as I have loved you"

We are a catholic community committed to the ongoing development of the entire, potential of every person, achieved through a broad balanced and relevant curriculum.

We care for each other as individuals of equal worth, regardless of status, sex, race or religion and thus actively seek to promote safeguarding, justice and fairness.

We provide an atmosphere in which all can grow in our Faith and encourage this faith by lively relevant liturgy.

We work with parents, parishes, local communities and industry to prepare our students for the opportunities of adulthood.

EAL coordinator Ms Lorraine Wagstaff

Member of SLT with responsibility for EAL Mrs Elizabeth Bailey

School governor with responsibility for EAL Mrs Louise Norris

SENCO head of inclusion Dr L Whittle Head

of English Mrs L Barrett-Porter

Examinations officer Miss K Brown

Statement of Intent

In this policy, the term 'English as an Additional Language (EAL) refers to students whose main language at home is a language other than English. This policy has been created to ensure students with EAL at St. Bernard's are given the best chance possible to reach their full potential.

EAL VISION STATEMENT

St. Bernard's aims to create an environment of equity, equality and inclusion, both socially and linguistically. Multilingual learners are viewed as an asset to our school community and will be given every opportunity to be successful and to reach their full potential. St. Bernard's will aim to celebrate the cultural, linguistic and educational experiences EAL students contribute to the school. Creating a culture where values around the inclusion of EAL are explicit and shared across the school makes for a coherent and cohesive foundation on which any effective practice can be built upon.

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)

2. OBJECTIVES

We aim to:

- Ensure that strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to fulfil their full academic potential.
- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL
- Gather accurate information regarding students' backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL
- Use all available resources to raise the attainment of students with EAL at all stages of language acquisition.
- Systematically monitor students' progress and adapt policies and procedures accordingly.
- Ensure all student's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English
- Ensure students with EAL are acknowledged for the skills in their own languages.
- Students will be encouraged to take a GCSE in their home/community language if appropriate and available in year 10

3. EAL Teaching Support

3.1 The person responsible for students with EAL is Ms. Lorraine Wagstaff

Their responsibilities include:

- The induction of newly arrived students
- Conducting an initial assessment of students with EAL
- Teaching small groups/individuals with EAL
- Providing classroom support
- Liaising with teaching staff
- Advising on strategies to support and include students with EAL.
- Advising on ways to differentiate work for students with EAL.
- Encouraging and supporting students to maintain and develop their first language.
- Facilitating students' use of first language in national examinations
- Developing relationships between the school and the parents of students with EAL
- Providing training as part of the induction procedure for new staff
- Securing and providing training to ensure staff development.

Classroom practice

The Department for Education, the Teachers' Standards and Ofsted expect that **all learners, including those with English as an Additional Language, are provided with instruction that allows them to develop knowledge and skills across the curriculum.** This may require teachers to adapt teaching if necessary.

- English as an additional language is addressed in all departments by subject teachers.
- All students will be included in mainstream classes as soon as possible.
- Teachers have high expectations of all students, regardless of gender, ethnicity, social background or English ability.
- Classroom activities will be adapted to students' needs and abilities.
- Classroom displays will reflect cultural and linguistic diversity.
- Assessment methods will allow students to show what they can do in all curriculum areas
- Bilingual dictionaries and other resources are available to aid students with EAL
- Seating plans and homework and classwork will be adapted where possible to support EAL learners.

Inclusion

- The school utilises a strategy of inclusion and the positive and effective use of language. The strategy includes the following principles:
- There is an understanding throughout the school for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire school community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work will support the progress of students.

4. Curriculum

- The needs of EAL students are considered when planning lessons. When planning lessons teachers will ensure that: -
- The language and learning demands are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for students to use their first language in the classroom.

- The support requirements of students with EAL are identified and the support is made available.
- Staff training will be delivered to support delivery of the curriculum to EAL learners.

Support

- When a student is assessed as having little or no English, support will be provided in the form of one-to-one intervention.
- The intervention will be planned to support the individual and depending on their stage of language acquisition.
- The student will spend time with their intervention teacher for an agreed length of time which may vary depending on student's progress.

5. Assessment

- Students will be assessed using the Bell Foundation Assessment Model and any other appropriate resources if they enter school and are in the early stages of learning English.
- Students will be assessed in reading and writing, spelling and grammar.
- Students will be assessed in Maths.
- Assessments will be carried out as soon as possible after the student arrives at the school.
- Assessment Information will be shared with staff to inform their teaching and lesson planning.
- Assessment information will be held on student's profile and an initial report will be written to demonstrate need.
- Assessment information will be shared with the student, teachers and the student's family and any other relevant parties.
- Students will be entered for the examinations which give them best chance of success This could mean that a student is entered for an alternative exam to their peers e.g. ESOL or Functional skills.
- Approval for alternative examinations is at the discretion of the headteacher in consultation with the student, the student's family and any other relevant staff who work or support them.

6. Working with parents and caregivers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL. To aid this partnership, the school will.

- Actively seek to put parents at ease by providing a welcoming environment
- Provide interpreters for meetings when needed.
- Ensure the language used in letters is clear and straightforward
- If appropriate, ensure translations of school documents are carried and provided to parents of students with EAL
- Encourage parents to attend parents' evenings and participate in school functions
- Respect religious/community commitments

7. Special Educational need (SEND)

- A child is not regarded as SEN solely because their home language is different from the language in which they are taught at school
- A proportion of students with EAL may have one or more types of SEN and it is imperative that this is identified at any early stage
- Assessments of SEN of students with EAL will involve EAL specialists along with SEN specialists
- Where appropriate, the school will arrange an assessment in the student's first language
- SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy
- The school will ensure that the parents or caregivers of a student with SEN are not prevented from presenting their views throughout the process and clearly informed at every stage
- Testing for exam access arrangements will be carried out if appropriate

8. Admissions – mid-term entry

- Students will be admitted to St. Bernard's according to the school entry criteria
- Students will be placed in the appropriate year group according to their birthday, this is however at the discretion of the headteacher who may in consultation with the student and the student's caregivers decide to place them in the year group below to give them the best possible chance to be successful

- Students may at the discretion of the headteacher have their timetable adjusted to allow them to focus on the core school subjects
Students may be entered for a GCSE in their home language in year 11 if they join the school in year 10 and if that language is available

9. Monitoring Progress

- Students will be monitored half termly in accordance with the Bell Foundation Assessment Model
- Data including target grades and levels will be recorded on Go4Schools
- Relevant information will be shared with students and their parents
- Any additional intervention will be implemented if required

10. Policy Review Date

- Policy review date 12 month cycle