

Trinity Christian School Nursery, Primary & Secondary



TRINITY
CHRISTIAN SCHOOL

English as an Additional Language (EAL) Policy

SLT Review Date:	June 2023
To be reviewed by SLT:	Summer 2025

English as an Additional Language

Trinity Christian School has a successful history of working with pupils with English as an additional language (EAL). We accept the responsibility of ensuring that pupils with EAL are treated equally and are given every opportunity to access the full curriculum, as well as ensuring that they feel safe and nurtured.

This policy aims to raise awareness and to support planning, teaching and assessment, and the use of resources and strategies to meet the needs of pupils who have English as an additional language; therefore, raising pupil achievement and allowing them to reach their God given potential.

Objectives of the EAL Policy are:

1. To assist all EAL pupils to become fluent English speakers as quickly as possible.
2. To assist and support all EAL pupils in their acquisition of English language skills.
3. To develop staff skills to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.

The context of Trinity Christian School

On entry to the school, information is gathered about;

1. Pupil's linguistic background
2. Pupil's previous educational experience

This information is shared with all teaching members of staff.

Strategies

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support e.g. repetition, alternative phrasing, peer support
- Additional visual support e.g. posters, objects, non-verbal clues, demonstrations
- Writing frames
- Opportunities for role play
- Regular feedback from staff
- Additional support from TA

EYFS

For children for whom English is an additional language, the policy in EYFS is that parents should remain with the children until they are settled and feel confident in the environment.

The Early Years staff and children will endeavour to learn some key words in the child's mother tongue. Staff will liaise closely with carer to ensure that all children feel happy and secure.

Children with no English will not be put into situations where they feel overwhelmed e.g. assemblies.

A key worker or pupil buddy will be assigned to stay with the child at lunch times until the child feels secure and is ready to become more independent.

Children with EAL will be added to the SEN audit, so that all staff members are clear on the support required.

Primary and Secondary

For older children, a support strategy will be devised to help them to settle in. This may include the use of the buddy system, or having a designated Teaching Assistant to support them.

Children with EAL will be added to the SEN audit, so that all staff members are clear on the support required.

Children will be expected to participate in the whole curriculum but strategies will be put into place to help them to acquire language skills.

Children with EAL should be encouraged to work with English speaking members of the class to be fully immersed in the language.

Teachers and support staff play a crucial role in modelling uses of language. Access to learning requires attention to words and meanings across the curriculum. Meanings and understanding cannot be assumed, but must be made explicit.

Assessment

All EAL pupils are assessed in line with the school's assessment procedures, including baseline assessments.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils, and in the feedback given.

Staff have the opportunity to discuss pupil's progress or concerns at the bi-annual SEN reviews. Staff can also complete a pastoral or SEN concern form for review by either Mrs Taylor or Mrs Black for Pastoral Support, or Mrs Fisher (Primary SENCo), Mr Newberry (SEN) or Mrs Bamford (Secondary SENCo) at any point in the school year.

EAL with disabilities and/or Special Educational Needs or those who are More Able

At Trinity Christian School, we recognise that intelligence is not measured in the ability to speak English fluently.

Should SEN be identified, EAL pupils have equal access to the school's SEN provision.

EAL pupils identified as More Able will have equal access to school's provision.