



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy applies across the College at all age ranges including Early Years, Prep and Senior Schools.

St. Columba's College is conducted in the educational tradition of the Brothers of the Sacred Heart. As such we accept young people, appreciating their individual uniqueness and recognising that they are on a life-long journey of growth.

Policy owner: Deputy Head of Prep and SENDCo and Senior SENDCo
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Ratify by Governors: No

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Section 1 Principles

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

Students who are learning English as an additional language are recognised as having diverse needs which need appropriate support to allow them to access the curriculum. Students who are EAL and for whom this provides a barrier to learning are noted on the Prep and Senior SEND registers. The process of learning a new language is **not** defined in legislation as a special educational need and this is reflected in College practice.

Students who are proficient in more than one language are noted on the SEND registers as 'Dual Language' to ensure their progress is monitored. At any point, where a student is identified as English being a barrier to their learning, reasonable adjustments will be made.

Section 2 Procedures

- a. Teaching pupils with EAL should be based on accurate knowledge of students' needs and attainments and include ways of monitoring the effectiveness of overall provision.
- b. Students learning EAL are normally entitled to the whole College curriculum and all their teachers have responsibility for teaching English as well as subject content.
- c. All teachers structure lessons appropriately and use language in ways which support and stimulate development of English.
- d. The Academic Support department play a lead role in assisting students in developing their English skills, written and spoken.
- e. Information about each individual's needs, skills and experiences should both contribute to target setting and to be used as a tool for raising standards.

Section 3 Practice

- a. The Admissions process will identify students' home/heritage languages through the initial interview and also whether a pupil meets the criteria for EAL or Dual Language.
- b. The Admissions Office provides this information and briefs the SENDCOs in both the Senior and Prep schools, who will oversee any support and training needs necessary.
- c. A variety of resources, activities and practical tasks are likely to be used to support understanding and learning.

- d. EAL learners are at times grouped with native English speakers. Improvement is promoted by good example, rather than constant or excessive correction. Literacy inaccuracies are regarded as developmental opportunities.
- e. To ensure individual needs are catered for, students who are EAL are profiled during year-on-year transitions and when transferring between phases of learning, including KS2 to KS3.
- f. Teaching staff receive guidance on strategies for teaching students with EAL.

Section 4 Teaching Strategies

Where a pupil experiences barriers to their learning due to their proficiency in English, staff are made aware and the following teaching strategies used as appropriate:

- a. Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- b. Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- c. Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- d. Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- e. Additional verbal support is provided, e.g. repetition, modelling, peer support.
- f. Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- g. Where possible, learning progression moves from the concrete to the abstract.
- h. Discussion is provided before, during and after reading and writing activities.
- i. Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

Section 5 Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- a. providing a welcoming induction process for newly arrived pupils and their families/carers.
- b. using plain English and translators, where appropriate and available, to ensure good spoken and written communications.
- c. identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- d. celebrating and acknowledging the achievements of EAL pupils in the wider community.
- e. recognising and encouraging the use of first language as well as English.
- f. helping parents understand how they can support their children at home, especially by continuing the development of their first language.