

St John Bosco Catholic Primary School EAL Policy

Context

St John Bosco is an inclusive school and recognises and addresses the needs of EAL pupils as it recognises the specific needs of all pupils. The area of EAL is addressed by the SEN Support Team and there is a named EAL Coordinator.

The current EAL Coordinator is the Inclusion Manager with support from the SENCo.

The backgrounds of pupils at St John Bosco mean that the needs of its EAL pupils are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrase in speaking and writing.

Aims of EAL provision

To raise the attainment of minority ethnic pupils by

- Giving pupils with EAL access to the curriculum as quickly as possible
- Providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English
- Providing additional in-class and withdrawal support to these pupils
- Developing an understanding of and valuing pupils' home languages
- Using visual and auditory resources
- Assessing pupils with EAL to establish their needs and progress
- Liaising with SEN colleagues in identifying pupils who may additionally have SEN

Identification and assessment

Parents are asked to inform school of any language needs their child may have on entry to school.

In addition to this, EAL staff, liaising with colleagues and working alongside pupils, should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data including:

- QCA assessment scales for pupils with EAL
- SATs
- QCA optional tests
- Welcomm Data
- EYS Developmental Band baseline assessment profile
- PANDAs
- Teacher assessment
- Reading tests/sweeps
- Young's spelling tests
- Individual pupil targets
- ICT based tracking systems
- Consultation with parents
- Attendance and behaviour monitoring
- Accurate ethnic data

Once the pupils have been identified and assessed, EAL staff need to work with colleagues to develop Individual Provision Maps with SMART targets.

Methods of working

These will be flexible according to the needs of the pupils but may include:

- In class support for individuals and small groups
- Developing appropriate resources
- Planned withdrawal lessons to support ILPs
- Support within small-group intervention strategy programmes also involving non EAL pupils
- Study groups in and after school for exam preparation
- Providing advice and training for other staff members
- Contributions to working parties

Monitoring

- Reviews of Individual Provision Map at least twice yearly
- Monitoring by central EAL team
- Twice-yearly report to SMT and Governors

Home-school links

Strategies are in place to

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Promote a multi-cultural understanding in school

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Professional development

Staff are provided with opportunities for training on EAL to extend their knowledge and understanding and enhance their skills: learning support staff working more closely with EAL pupils attend training from outside providers and disseminate this to all staff in school. This contributes to the development of good practice and the raising of achievement within the school.

Use of ICT

ICT is a central resource for learning in all areas at St John Bosco and is used when relevant for meeting the needs of EAL pupils.

Resources

Staff working with EAL pupils have received training in how to use existing resources to support language development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase further resources to support the EAL programme.

Effective EAL support

This will be evidenced by:

- High standards of EAL teaching and curriculum content for EAL pupils
- Good leadership and management of EAL
- Pupils with EAL are sufficiently challenged and supported so they can reach their potential
- Support takes account of pupils at the early stage of language learning
- Support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills
- The offered curriculum is relevant and sensitive
- The SMT is fully involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils
- EAL funding is used successfully for the stated purposes of the grant
- Links with parents are good
- The area is a strength in the school

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