



St. Mary's RC High School

St. Mary's RC High School, Lugwardine, Hereford HR1 4DR

Headteacher: Mr S Wetson BA (Hons) PGCE NPQH

EAL Policy 2023-2024

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.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- Create a multilingual school environment and recognise multilingualism as an asset to our school community.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to access the curriculum.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- Include EAL students in mainstream classrooms.
- Integrate EAL learners in all school activities.
- 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.
- Systematically monitor students' progress, and adapt policies and procedures accordingly.
- Maximise opportunities to model the fluent use of English.
- Create a separation between EAL and SEND needs.

Tel: (01432) 850416 / 850755

Email: admin@st-maryshigh.hereford.sch.uk

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1. EAL Co-ordinator role

1.2 The school employs Mrs. Anna Hicks as an EAL Co-ordinator.

1.3 The responsibilities of EAL Co-ordinator:

- Identifying and keeping records of EAL learners.
- Conducting initial assessments of students with EAL.
- Monitoring their progress and tracking their attainment.
- Providing classroom support.
- Providing 1 to 1 or small group interventions with EAL learners to help develop their proficiency in English.
- Review student's needs with subject teachers.
- Advising on strategies to support and include students with EAL.
- Helping to ensure that curriculum resources reflect school diversity.
- Working with Senior Leadership Team for the benefit of EAL learners.

2. The role and responsibilities of teachers

All teachers have a responsibility to ensure the development of students with EAL. They will meet this responsibility by:

- Reading the EAL policy.
- Identifying classroom buddies for the new arrival.
- Understanding that new arrivals may be going through the 'silent period' whilst they are becoming accustomed to the language and to a new school.
- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Ensuring the provision of inclusive pedagogy.
- Identifying students with EAL who are experiencing difficulties and liaising with the EAL Co-ordinator to ensure intervening measures are taken to aid the student.
- Assessing the learners previous knowledge in their curriculum area
- Planning support to enable EAL learners to access curriculum and develop their academic language.

3. The role and responsibility of SENCO

- Overseeing the assessment and targeting of children with EAL.
- Overseeing the timetabling of interventions for students with EAL.
- Identifying EAL students with SEN through assessment.
- Ensuring regular training for all staff on the needs of EAL learners.

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4. The role and responsibilities of Senior Leadership Team

The Senior Leadership Team has a key responsibility in:

- Ensuring that the school development plan has clear objectives and strategies for the needs of EAL learners.
- Promoting multilingualism across all school departments.
- Creating inclusive whole-school ethos.

5. Inclusive pedagogy

We ensure the provision of inclusive pedagogy through recognising diverse communities of learners in our school and delivering lessons, classroom activities and assessments in ways that consider cultural, linguistic and developmental diversity. We aim to engage EAL students through:

5.1 Academic inclusion

- Welcoming and including EAL students in mainstream classrooms.
- Setting and maintaining high expectations.
- Taking advantage of each individual child's strengths and talents.
- Providing opportunities for pupils with EAL to share the knowledge they acquired in their home country.

5.2 Linguistic inclusion

- The language development of students with EAL is the responsibility of the entire school community.
- Appreciating a student's ability to speak their first language is essential for building their confidence.
- Understanding that a limited knowledge of English does not reflect cognitive ability.
- Removing language barriers for EAL learners to enable them to engage with the curriculum through differentiating work to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

5.3 Social inclusion

- Ensuring that new arrivals are included in all school activities.
- Providing opportunities for pupils with EAL to engage positively with their peers.
- Organising a buddy system.

6. Assessment and target setting

6.2 The EAL Co-ordinator will undertake an initial assessment to gauge student's English ability in an informal manner that does not make the student feel isolated or inferior.

6.3 Formative assessment of speaking, reading and writing skills of EAL learners will be carried out by teachers and the EAL Co-ordinator through classroom observations

6.4 Summative assessment will be aligned with end of term, year or key stage assessments.

6.5 Target setting is delivered through the EAL Register. Once learner needs have been identified, targets are set and interventions are put in place.

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7. Support

It takes approximately two years for a student new to English to acquire conversational fluency in their use of English, but it takes a further five to seven years for them to develop full academic proficiency.

We aim to provide in-class support as well as 1 to 1 interventions to enable students to develop their listening, speaking, reading and writing skills and to be able to fully access our curriculum.

8. Monitoring progress

- 8.1 The monitoring of students' progress is shared between all teachers and the EAL support staff.
- 8.2 The EAL Register is updated following assessments and pupils' needs are reviewed on a termly basis.

9. Classroom practice

- 9.1 Teachers have high expectations of all students regardless of their gender, ethnicity, social background or English ability.
- 9.2 Classroom activities will be matched to students' needs and abilities.
- 9.3 Teachers to provide models of language in action in the form of writing frames, starter sentences and key vocabulary.
- 9.4 Bilingual dictionaries are available to aid students with EAL
- 9.5 Scaffolding learning for EAL pupils:
 - Tap into their prior knowledge
 - Pre-teach vocabulary
 - Allow learners time to process new ideas and information
 - Use of visual aids where possible
- 9.6 Good models of language provided by peers

10. Access to the curriculum

The needs of students with EAL are considered by teachers when planning lessons. When planning lessons, teachers must ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- EAL learners who are New to English or at Early Acquisition stage are provided with differentiated worksheets.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for students to use their first language in the classroom (bilingual dictionaries, translation apps)

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11. Working with parents and carers

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 conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of students with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

12. Special educational needs (SEN)

- 8.1 A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- 8.2 A proportion of students with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.
- 8.3 Assessments of SEN of students with EAL will involve EAL specialists along with SEN specialists.
- 8.4 Where appropriate, the school will arrange an assessment in the child's first language.
- 8.5 SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- 8.6 The school will ensure that the parents or carers of a student with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

13. Policy review

- 9.1 This policy is reviewed every two years by the EAL Co-ordinator, the SENDCO and the Assistant Headteacher responsible for Teaching, Learning and Assessment.
- 9.2 The scheduled review date for this policy is November 2025

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