

# Blessed Sacrament Catholic Primary School



## EAL Policy

*“Aim high – live life to the full”*

Written By	H Whoriskey
Ratified by Governors	
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Signed Chair of Governors	
Signed Headteacher	C Davey

## EAL Policy Blessed Sacrament Catholic Primary School

Everyone at Blessed Sacrament Catholic Primary School has the right to an outstanding education. It is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of the school.

This policy is a statement of Blessed Sacrament's aims and strategies to ensure that all EAL pupils fulfil their true potential.

### **Introduction/Mission statement**

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. 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 bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We take a whole school approach, including ethos and curriculum.

### **Aims of the EAL Policy**

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL); therefore raising pupil achievement and aspirations.

#### **1. Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

#### **2. Diversity**

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

#### **3. Belonging and Cohesion**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

### **The Context of Blessed Sacrament Primary**

At our school, there are approximately 11 languages spoken in the family home (not including dialects).

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background
- Pupils' are assessed within two weeks of entry using baseline assessments

A member of staff is nominated to have responsibility for EAL.

### **Key Principles of Additional Language Acquisition**

EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area.

Meanings and understanding cannot be assumed, but must be made explicit.

Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.

Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. **A clear distinction should be made between EAL and Special Educational Needs.**

### **Parental/Community Involvement**

At Blessed Sacrament we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Use translators and interpreters (EMTAS), where appropriate and available, to ensure good links are made between the family and the school.
- Utilise other EAL children to support newly arrived parents, where appropriate
- Identify linguistic, cultural and religious background of pupils
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents so they can help their children at home.