



St Martin's School

EAL Policy

Introduction

Every pupil at St Martin's is important and valued as an individual. We are committed to ensuring that all our pupils are given the opportunity and support to achieve their potential in all areas of the curriculum.

Definition

A pupil's first language is not English when the pupil:

- Has been exposed to a language other than English during early development, and
- Continues to be exposed to this language in the home or in the community

Aims

St Martin's is an inclusive school that aims to provide all pupils with:

- A broad and balanced curriculum.
- A wide range of extra-curricular activities.
- Praise and recognition for effort and achievements.
- Assessment and monitoring of progress against our high expectations.
- Individualised target setting, support and guidance for areas of need and interests.

This policy aims to outline how we support children with EAL so that they are fully included in the St Martin's family and feel supported to achieve in line with their peers and potential.

Our commitment

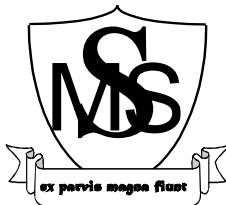
St Martin's are committed to ensuring the best inclusive provision for our pupils by ensuring the following:

- Early identification of EAL.
- Assessment and support of individual needs.
- Access to the curriculum and all other provision at school.
- Teachers will be aware of individual requirements and enhance teaching to incorporate necessary provisions.
- Communicate with parents and carers about each child's needs, provision, progress and targets.
- Support the mental wellbeing of children with EAL and their families.

Leadership

St Martin's Inclusion leader will support the EAL pupil, families, teachers and support staff by:

- Overseeing the day-to-day operation of this policy,
- Coordinating the provision for all EAL pupils including staffing, resources and interventions required,
- Liaising with colleagues who plan interventions to ensure they are effective,
- Managing 1:1 staff in their roles,



- Communicating with parents regarding the child's needs, provision, progress and targets, via e-mail and termly IEP meetings if appropriate,
- Overseeing the record keeping of EAL documentation including Trackers and IEPs.
- Monitoring and evaluating the provision and reporting to the Headteacher.

Teaching Staff

St Martin's teaching staff will support EAL pupils by:

- Ensuring full awareness and understanding of the child's level and next steps from admission assessment information and early conversations with parents at point of entry or using transition meetings, conversations with the Inclusion Lead and reading the IEP at the point of transition.
- Participating in training and CPD as necessary to fully support children with EAL.
- Making and using accurate and relevant assessments to inform planning.
- Planning and providing differentiated, adapted and enhanced learning opportunities to enable EAL pupils to fully access the curriculum and progress.
- Liaising with parents about their child's provision, progress and targets.

Parents and Carers

At St Martin's, we are fully committed to working in a three-way partnership between school, parent and child. We believe that this partnership is key to ensuring all pupils, particularly those with EAL, are able to reach their full potential. We recognise that parents are the expert in their child and hold vital information, knowledge and experience of their child, their needs and strategies to support them. We endeavour to fully include parents and carers in their child's education. For EAL we encourage parents to discuss the curriculum map and homework in the child's home language to support understanding.

Assessment

Assessment of EAL is key to ensuring pupils get the necessary support as soon as possible, ensure accelerated progress and prevent them from falling behind their peers. At St Martin's we:

- Aim to discuss EAL needs at admission.
- Baseline EAL pupils using the Bell Foundation tracker within their first 3 weeks at school.
- Use the assessment document to inform planning and support.
- Regularly update and monitor each child's tracker.
- Train all staff, particularly those in a teaching role, on how to support EAL pupils at each stage.

Support

Once we understand the level of each child, we can provide appropriate support for them:

- All children working in Band A and B will require additional 1:1 support at an additional cost.
- Most children working in band C will require 1:1 support although some will move to group support at the end of this stage.
- Children working in band D and early stages of band E may require group/in class support.



EAL levels

At St Martin's we use the Bell Foundation Tracker Levels as outlined below:

Band A – New to English

Children who are new to English will engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings. As a general rule, New to English learners tend to be in their first two years of learning and will require full time 1:1 support to access the curriculum.

Band B – Early Acquisition

Children at the early acquisition show an emerging competence in the ability to respond verbally in interactions with others. The focus for teaching and support is on effective communication. They are likely to still be in the first few years of learning English and will require significant 1:1 support to access the curriculum.

Band C – Developing competence

Children developing competence draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks. They are likely to be between 2 and 5 years of learning English and will likely require some 1:1 or group support to access English or Topic lessons.

Band D – Competent

Children who are competent English users engage with curriculum related reading activities independently and productively in different subject areas. They may require some pre-teaching or group support to access more challenging lessons.

Band E – Fluent

Children who are fluent English linguists show an ability to understand and respond to spoken and written communication with little or no hindrance. Teachers will promote more sophisticated uses of language, exploring genre and varying style to different contexts. Children are supported by the class teacher.

Written by: Mrs Davies

Ratified by: Governors

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