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**St Paul's Cathedral School
Policy on Pupils with English
as an Additional Language**

May 2019

AIMS & PRINCIPLES

St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.

Introduction

In our School the teaching and learning, achievements, attitudes and well-being of all the children are important.

All children are encouraged to achieve the highest possible standards. We do this by taking into account of each child's life experiences and needs.

The policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils during their whole time at SPCS.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English.

At SPCS, all pupils for whom English is an additional language should have access to the full curriculum and the full range of co-curricular activities on the same basis as all other pupils.

Definition(s)

A pupil is defined as EAL if their first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.

EAL provision is a developing continuum of need which will vary over time. E.g. Pupils may need significant support in the early stages of education, require less support in middle years but then require greater support again as the volume and frequency of technical language increases.

Aims

- To give all pupils the opportunity to overcome any barriers to learning and assessment.
- To welcome and value the cultural, linguist and educational experiences that pupils with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- To help EAL pupils to become confident and fluent in speaking and listening, ,reading and writing in English in order to be able to fulfil their academic potential.
- To identify and make maximum use of the opportunities for modelling fluent English.
- To encourage and enable parental support in improving children's attainment.

Strategies

- Ensure that the learning environment is socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.

Teaching and Learning

For the majority of their time at school, our EAL pupils will be integrated in all the same classes as our native speaking English pupils. Everyone in the school is therefore responsible for helping EAL children become more fluent in English. During lessons teachers will:

- Indicate differentiated work in their planning if required.
- Have high expectations and expect/encourage pupils to contribute and give more than single word answers.
- Set appropriate and challenging learning objectives for the underlying ability of the child monitor progress carefully.
- Allow more time for EAL pupils to process answers.
- Give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use which passes if their self-confidence is maintained).
- Use group and collaborative group activities to ensure that EAL children hear good models of English.
- Provide a range of written resources that demonstrate/highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.
- Ensure that as many opportunities as possible are generated for talking to both adults and peers.

Staffing

Pupils who require additional English support are referred to the Head of Learning Support who will organise a special programme for each pupil, in consultation with an external EAL teacher.

More Able Pupils and SEND

- The School recognises that there may be EAL pupils who are high attainers even though they may not be fully fluent in English.
- Similarly, the School recognises that most EAL pupils needing additional support do not have SEND needs. However, should SEND needs be identified during assessment; EAL pupils will have equal access to School SEND provision.

Policy Review & Update

Created: November 2018 (MRG)

Review: May 2019