



## **EAL (English as an additional Language) Policy**

**(February 2024)**

Prepared with reference to:

- The Equality Act 2010
- The Additional Learning Needs and Education Tribunal Act 2018
- United Nations Convention of rights of the child (UNCRC)

### **School Context**

At Cardiff Steiner School we recognise and value our pupils' home languages, backgrounds, and the valuable contribution that pupils who speak English as an additional language bring to our school. Within the family homes various languages are spoken (not including dialects). We recognise bilingualism as a strength, and we respond positively to pupils' ability to speak other languages by building on pupils' knowledge of other cultures and languages. We believe that cultural and linguistic diversity is a rich resource for the whole school. We take a whole school approach, through our ethos, curriculum and promoting language awareness across our school.

We have a small number of pupils who join the School with English as an Additional Language (EAL). EAL beginner learners are able to join our Kindergartens and youngest classes . Older pupils need to have a certain level of proficiency in English to access our broad and balanced curriculum.

We have a number of learners who have previously studied in the Welsh medium. It is important to note that if a learner has been educated in Irish or Welsh, they do not meet the definitions for EAL.

### **Definition of English as an Additional Language**

A pupil's first language is not English when the pupil [UK Gov School Census Guidance]:

- 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

For EAL Definitions of Development [According to the Bell Assessment] see Appendix 1.

## Objectives

- Overarching principles: To provide effective and personalised teaching and learning through early identification of children's needs.

The School's EAL objectives are as follows:

- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
- To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- EAL learners are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- To provide any newly arrived children with a safe and welcoming environment.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practice and extend their use of English.
- To ensure that all children's languages, cultures and identities are celebrated.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.
- The school's overall ethos helps learners feel valued members of the school community, thrive in a culture which may be new to them, and appreciate their own cultural uniqueness.
- Parents/guardians are encouraged to play a role in EAL learners' education

## Admissions

EAL beginner learners are admitted to our Kindergartens and youngest Classes in line with general Admissions procedure without English proficiency assessment. For older pupils admission is dependent on the level of proficiency in English in order to access our broad and balanced curriculum, as this is the language in which learners are taught.

In order to help in supporting learners new to learning in English, we try to collect and record the following information in our Admissions process:

- Country of origin
- Date of arrival in UK
- Learner's first language

- Other languages spoken at home/by pupil
- Pupil's previous levels of achievement in their first language
- Information on the pupil's educational background and prior attainment

### **Identification and assessment of EAL**

All pupils seeking admission to the School undergo an admissions process that usually requires Taster Sessions/Weeks in the School. Any issues related to English as an Additional Language should be declared prior to this, and anything arising from the admissions process will be discussed before offering a place. In situations where more individualised English language support is needed, specialist EAL teaching may be required. The School will advise parents of this either as a condition of Admission, or if an emergent need is identified. This is undertaken, and the cost met, by the parent, externally to the School.

Where a learner resides overseas while seeking Admission, the School will try to arrange an online meeting with the learner and their parents, to screen their English proficiency prior to arranging a Taster Sessions/Weeks in the School.

Sources used to identify and assess the needs of EAL learners include:

- Information from the application form
- Information from the previous school
- Information from parents/guardians
- Online meeting with learner and family for overseas applicants
- WRATS screening
- Work sampling
- Teachers' comments and observations

### **Roles and Responsibilities**

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential.

**The Additional Learning Needs Co-ordinator (ALNCo)** is responsible for coordinating, monitoring and maintaining an overview of this aspect of the School's work. Their responsibilities include:

- Liaising with the teaching staff to identify and support pupils learning EAL.
- Support teaching staff in assessing the pupil's level of language where necessary on admission. This is done through our WRATS testing and through observations,
- Managing and auditing resources to ensure effectiveness for class work.

- Monitoring the progress of pupils learning EAL in all aspects of Literacy including speaking and listening, reading and writing; as well as Mathematics.

**All staff** will develop pupils' spoken and written English by:

- Planning and delivering lessons that address the specific needs of EAL pupils/ bilingual pupils in their classes.
- Ensuring that vocabulary work covers the technical e.g. language of problem solving as well as the meaning of everyday words.
- Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects.
- Ensuring that there are many opportunities for talking and collaborative work to support writing.

## **Teaching and Learning**

Teachers and Teaching Assistants have high expectations of all pupils. We understand that pupils who are learning English as another language are no exception and that their cognitive ability is in advance of their spoken English.

Staff consider how best to support the learning needs of a bilingual learner including various learning styles with:

- Effective teaching strategies
- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified.
- Enhanced opportunities are provided for speaking and listening
- Ensuring that pupils are engaged through visual and interactive teaching
- In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age-appropriate level of English and pupils who speak the same language in the group.

## **Curriculum Access:**

- Children with English as a second or foreign language will be given additional support to develop their English Language skills, depending on their individual needs, and the reasonable adjustment the School can make.
- Children with English as an additional language do not produce separate work but may have extra support linked to their class work from a Teaching Assistant where targeted support is required.

- In Kindergarten (age 3-6) children with English as a second language will be supported to develop their English Language oracy skills through the rhythm and repetition of the session, songs, gesture games, puppet shows and stories. These include opportunities to celebrate multilingual skills and promote linguistic diversity with all pupils. Oracy skills are further developed through conversation during free play and in craft and domestic activities. Stories, songs and rhymes are shared with parents.
- Teachers will liaise with the TA/school ELA volunteer to discuss small withdrawn target groups where required.
- The progress of these groups will be regularly assessed and the results and any concerns shared with the class teachers and the ALNCo.
- The ELA volunteer is currently able to offer some provision for some small group or individual instruction to ensure that learners not yet fluent in spoken English receive support for their oracy and literacy skills, and improve their knowledge and use of English. This may include grammar, vocabulary and using appropriate English in different situations; specific skills support such as note-taking, reading, writing, asking questions and making oral presentations; and specific language help for subjects such as checking understanding and supporting the learner with the vocabulary and grammar needed to express concepts in that subject.
- The School will actively liaise with parents to help them to support their children's learning, and parents may be advised to supplement school support with external language learning support, with the costs met by parents.

## **Pastoral provision**

Where needed, we aim to promote inclusion of EAL learners by:

- Specific inclusion activities with the pupil's class
- Bringing in opportunities to celebrate the culture of the pupil with classmates
- Individual pastoral support plans

## **Staff Training**

Training in EAL may take several forms for staff:

- In faculty meetings where the Education Coordinator or ALNCo may advise staff on procedures supporting language acquisition
- The ALNCo is available to attend core faculty meetings to advise staff on such provision
- In staff meetings/staff briefings/via e-mail where information concerning individual learners requires quick and effective communication with subject teachers

## Appendix 1

EAL Definitions of Development [According to the Bell Assessment]:

- **New to English [Code A]:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
- **Early acquisition [Code B]:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
- **Developing competence [Code C]:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
- **Competent [Code D]:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
- **Fluent [Code E]:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

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**Issue date**

This policy was last reviewed February 2024

**Review date**

This policy will be reviewed and revised by the ALNCo at least every two years

**Endorsement**

Full endorsement to this policy is given by:

Name: Anna Podesta

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Position: Chair of College, Cardiff Steiner School

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Signed:



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Date: 20 February 2024

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**Related policies**

This policy should be cross-referenced to related School policies including:

- Admissions Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- Assessment Policy
- School Access Plan