

ST JOHN LLOYD CATHOLIC COMPREHENSIVE SCHOOL

School Mission Statement

“Learning and Growing Together in Christ”

“As a Catholic School we aim to develop a Christian Community which believes in and affirms the dignity and value of the individual and encourages its members to develop their potential in terms of knowledge, understanding, spiritual, moral, cultural and physical awareness”.

ST JOHN LLOYD
CATHOLIC SCHOOL



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND TRAVELLER PUPILS POLICY

Reviewed by Governors December 2021

The School’s Principles and Objectives for pupils with English as an Additional Language Need and Pupils who experience a travelling life

The general school aims will apply to all pupils including those with EAL whether they are gifted or Additional Learning Needs.

Our principal aims and values are summarised within our Mission Statement.

“Learning and Growing Together in Christ”

As a Catholic School we aim to be:

“A Christian community, which recognises the dignity and the value of the individual and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral, social and cultural awareness.”

This means that we aim:

- To embrace the gospel values of Jesus Christ in our everyday life and work, where all can experience and grow in faith, hope, love, justice, reconciliation and service
- To value each individual with their gifts, uniquely made in God’s image.
- To challenge and support each individual to fulfil their potential as whole human persons, contributing to their spiritual, academic, physical and emotional development.
- To develop a learning community through delivering a broad, challenging, balanced and relevant curriculum, which will prepare for the opportunities and experiences of an adult life of service to others.
- To enrich the curriculum by offering opportunities in a wide range of learning experiences and by developing and strengthening links with the wider community.

Underlying Principles:

- EAL learners are entitled to equal opportunities of educational success.
- Bilingualism /multilingualism is an achievement which is educationally enriching.
- Having a home language other than English or Welsh is not a learning difficulty. Additional Learning Needs and the needs of EAL learners are not identical neither are they mutually exclusive.

The school aims to achieve the following objectives:

- To ensure good communication between primary and secondary school so transition for pupils will be as smooth and trouble free as possible.
- To ensure curriculum planning, organisation and implementation will allow pupils to follow the school curriculum, including the National Curriculum as appropriate.
- To ensure parental links will be forged so that parents and pupils will have confidence in the school and be involved in decisions about their children.

- To ensure that EAL learners will participate in and gain access to mainstream and National Curriculum provision.
- To support EAL learners in their acquisition of English language skills across the curriculum and through withdrawal when necessary.
- To ensure that EAL learners attain National Curriculum levels appropriate to their intellectual ability.
- To assess and monitor progress in the acquisition of English as an additional language for all EAL learners.
- To promote partnership teaching and other appropriate methods of supporting EAL learners.
- To provide training for all teachers and Teaching Assistants in strategies that will address the needs of EAL learners.
- To support EAL learners through the home language and offer interpreting/ translating services to schools and parents of EAL learners.
- To develop resources, including home language materials, that will enhance the linguistic skills and conceptual understanding of EAL learners.
- To develop home/school community links.

EAL Specialism

The EAL specialism within the school is provided by the EAL department. The department is led by the Head of Department (English as an Additional Language Co-ordinator) who represents the department at middle management. The EAL co-ordinator is supported by two part time teachers and one BTA who are employed by MEAS (Minority Ethnic Achievement Service) and one part time teacher and one part time BTA are employed by MELAP (Minority Ethnic Language Achievement Project). **MELAP is a service funded by The Welsh Government until July 2013.**

The department is also supported by a Polish Bilingual TA (BTA) for 3.5 days per week, funded from the 14 to 19 years grant. The BTAs have the remit of supporting pupils to access the curriculum effectively through English, usually in class, with pupils who are at Stage A and Stage B of their English Learning. (ref addendum 1) While the teachers support the pupils at Stage C to E, occasionally by withdrawing them from subject lessons, but usually in class.

Identification, Assessment, Monitoring and Review Procedures

This element of the policy will be clearly defined in terms of operational policy adopted by St. John Lloyd Catholic Comprehensive School.

It will be the role of the EAL Co-ordinator to co-ordinate this aspect of the policy working alongside the Deputy Head teacher.

Once identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means e.g. personal contact and reports.

Late Entries

The EAL Co-ordinator is notified of all new pupils with EAL needs. The EAL co-ordinator liaises with the HOL and a decision is then made of the most suitable 'set' for subjects where pupils are 'set'. The pupil's name is placed on the EAL register.

Assessment and Monitoring:

The initial role and responsibility is of all staff towards all EAL children. It should be recognised that EAL learners can make rapid progress in acquiring English but also to be fully competent in the use academic language for learning can take up to 10 years (see Collier 1997). The level of competency (particularly of literacy) in the home language directly affects the time taken to acquire English as an additional language.

- Careful assessment should be undertaken by EAL staff to ensure that the learning needs of EAL learners are met.
- Assessment is carried out according to the five stages (A-E) defined by the authority's EAL service to classify pupils according to competence in English. These identify need and contribute to defining the level of support provided for pupils.
- Care should be taken to ensure that assessment is not culturally biased against pupils from particular ethnic groups or influenced by unconscious assumptions about relative abilities and characteristics of different ethnic groups.
- Care should be taken when assessing EAL learners who might also have Additional Learning Needs (SEN). The numbers of these pupils should be in the same proportion as found in the monolingual population.

Assessment and Monitoring includes:

- Continuous assessment
- Self assessment
- Reading/spelling/maths tests
- Curriculum tests
- Pupil tracking
- Pastoral/Social
- Information from Partner Agencies

EAL Training

The EAL co-ordinator and the school's BTA have successfully completed a 'Teaching English as a Foreign Language' (TEFL) course. All staff have received EAL training from MEAS. MEAS offers INSET to all schools that have EAL children and staff at the school have attended. In-Service training is directly related to the School Development Plan. INSET training is the responsibility of the Deputy Head teacher. The Deputy Head teacher ensures that the training needs of all staff is met.

Travelling Pupils

The school has on roll a small number of pupils who follow a travelling life style (In 2012 there are 7 pupils five who are from 'Fairground' families and two who are Welsh Roma Gypsies). These pupils are supported by The Traveller Service. Currently only three are being supported and they receive one hour each per week by a specialist teacher from the LEA. These pupils are usually withdrawn from class and the areas of support are:

- Literacy
- Language
- Past papers
- Punctuation

Attendance is carefully monitored and pupils are encouraged to complete school work while travelling whenever possible.

Summary:

The School's Principles and Objectives for EAL

The school's general aims will apply to all pupils including those with EAL, whether they are gifted or have difficulties. Further, the EAL resources will endeavour to provide as far as possible, a calm, friendly learning environment, offering in accordance with the authority's and school's policy on equal opportunities for all pupils.

The English as an Additional Language Co-ordinator is responsible for the co-ordination and day-to-day running of the EAL provision.

The Deputy Head Teacher is the member of the Leadership Group with oversight of EAL.

The Allocation of Resources to EAL

This will reflect the cost of providing a meaningful educational experience to previously agreed targets for accessing the curriculum on an annual review.

Identification and Assessment Arrangements and Review Procedures

This element of the policy is clearly defined in terms of operational policy of the school.

Arrangements are made for providing access for pupils to a balanced and broadly based curriculum, including the National Curriculum.

The principles that all pupils should receive a broad, balanced curriculum, relevant to their needs are adhered to by the school. All EAL pupils have the right to the National Curriculum with disapplication / modification in certain areas according to need. There is a wide range of facilities and differentiation to cater for EAL pupils.

Inclusion and integration of EAL and Traveller pupils occur according to need.

Arrangements for the Treatment of Complaints

This will be part of the school’s standard operating procedures for the system of complaints.

School’s arrangements for INSET training

Supporting pupils with EAL and Traveller Pupils will include everyone across the school.

In-service training will be directly related to the school development plan.

Partnership with parents

This occurs on many levels. The EAL department works in association with Whole School Policy.

Transitional Arrangements

The EAL department has links with partner primary schools, Tertiary Colleges and the Careers Service. These links are maintained for both receiving and transferring pupils.

This policy provides us with a means of evaluating the effectiveness of the delivery of EAL and Traveller pupil provision within our school.