



# St Peter's School YORK

## **English as an Additional Language Policy**

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**St Peter's School, York**

November 2024

*(Next review Christmas Term 2026)*

## 1 Introduction

- 1.1 The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English. This is the EAL policy of St Peter's School, York comprising St Peter's 2-8 (for pupils aged 2 to 8 years), St Peter's 8-13 (for pupils aged 8 to 13 years) and St Peter's 13-18 (for pupils aged 13 to 18 years), collectively referred to in this policy as the School unless otherwise stated.
- 1.2 A child must not be regarded as having a learning difficulty solely because the *language or (form of language) in which they are or will be taught is different from a language (or form of language) which is or has been spoken at home* (section 20 (4) Children and Families Act 2014). However, pupils for whom English is an additional language, and whose ability to learn is therefore impeded, will be provided with appropriate support provided they meet the School's academic entrance criteria.
- 1.3 This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

## 2 Aims and objectives

- 2.1 To welcome and value the cultural, linguistic and education experiences that pupils with EAL, and their parents, bring to the School.
- 2.2 To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum and have the opportunity to learn and make progress.
- 2.3 To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.
- 2.4 To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- 2.5 To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- 2.6 To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- 2.7 To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- 2.8 To ensure that EAL pupils are accessing all areas of school life including co-curricular and pastoral.

## 3 Strategies

- 3.1 Pupils with EAL will be assessed on their arrival to the School to identify the initial level of provision required. Additional tuition in English may be recommended to support the pupils integration into the mainstream curriculum. Individual and group lessons with an EAL specialist attract an additional charge to parents.

- 3.2 The School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- 3.3 Pupils who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required. Examples include support within subjects, booster groups, additional specialist teaching and internal specialist assessment. If required we will advise specialist assessment or support from external agencies.
- 3.4 The School will ensure that:
- All involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL is available and accessible to all staff.
  - Training in planning, teaching and assessing EAL pupils is available to staff.
  - The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.
  - Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-bullying Policy.
- 3.5 The responsibilities of teaching staff are:
- Being knowledgeable about pupils' abilities and needs in English and other subjects.
  - Ensure their teaching promotes linguistic diversity for all students and endeavour to ensure that students feel valued in all aspects of their classroom experience.
  - Use this knowledge effectively in curriculum planning, classroom teaching and grouping.
- 3.6 Where a child in EYFS has EAL we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English.
- 3.7 Any concerns about the wellbeing of a pupil with EAL should be referred to the pupil's class teacher (St Peter's 2-8)/mentor (St Peter's 8-13), tutor (St Peter's 13-18) or to the DSL in the event of a safeguarding concern in accordance with the School's Child Protection and Safeguarding Policy and Procedures.
- 3.8 If the School has reason to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the sections in the Special Educational Needs Policy.

## **4 Training**

- 4.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers

understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

4.2 The level and frequency of training depends on the role of the individual member of staff.

4.3 The School maintains written records of all staff training.

## 5 Record keeping

5.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

<b>Authorised by</b>	St Peter's Leadership Team
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<b>Next Review</b>	Christmas Term 2026