



EAL Policy

Policy Owner	Assistant Principal (Inclusion)
Date of Adoption	November 2024
Date for Review	November 2026

Aspire not to have more but to be more

Archbishop Oscar Romero

+ Honourable Purpose + Respect + Compassion + Cooperation +
Stewardship

1. EAL at All Hallows

The DFE defines EAL as:

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

School Census Guidance 2023

DFE research shows that the attainment of EAL pupils is similar to that for pupils with English as their first language. However, the English language skills of this group will vary considerably;

- at one extreme, there are pupils who have lived in England all their life who are likely to have been fluent in English from a very young age
- at the other extreme, there are pupils who have arrived in England very recently who could have very little understanding of English.

DFE 2019

DFE data shows that the percentage of EAL students at All Hallows is 'close to average'. However the school has seen a 7% increase in the number of EAL students since 2020.

We utilise evidence-based approaches to supporting EAL learners guided by the Bell Foundations guidance and principles. These principles are intended to guide schools as they develop and embed effective provision for learners using EAL. Schools which orient their support based on these Principles – which take account of what is *unique* to this group of learners, e.g., multilingualism, and what they *share* in common with all other learners, e.g., the need for high expectations – will allow their learners to thrive both academically and emotionally.

1. Multiculturalism as an asset
2. High expectations with appropriate support
3. Integrated focus on content and language
4. Effective and holistic pupil assessment
5. Social inclusion

2. Aims of this policy

All Hallows aims to ensure that all EAL pupils are able:

- To use English confidently and competently.
- To use English as a means of learning across the curriculum
- To ensure that EAL pupils are fully included into the life and work of All Hallows.
- To ensure that pupils whose first language is not English reach their full potential.

3. Objectives

- To identify and assess individual pupils' needs as soon as possible.
- To acknowledge the importance of pupils' home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.
- To ensure parent/carers and pupils are involved in the process.
- To promote a whole school responsibility towards EAL pupils.
- To make appropriate use of external agencies.

5. Whole School Approach

- Pupils with English as an additional language are identified quickly and information shared with pastoral and teaching staff.
- English as an additional language is addressed in all faculties by faculty leaders and subject teachers. A whole school pedagogical approach is informed by research from the Bell Foundation
- Pupils assessed as requiring additional intervention will be supported through 1:1 and small group teaching, Specialist teacher lessons and enrolled with Flash Academy.

6. Monitoring

- Pupil's will receive a baseline assessment to identify their current level of English. Pupil's progress will be regularly monitored. Assessment and monitoring will be in line with the Bell Foundation EAL Assessment Framework for Schools.
- Pupil's attainment in curriculum areas to be monitored following the assessment cycle.
- Meeting with pupils and discussion with subject staff.

7. EAL intervention and teaching support

- EAL specialist teacher 1:1 and small group sessions
- Specialist Teacher (SEND)
- ESOL teacher
- Flash Academy

*Withdrawn support for students who require intervention will be closely monitored and reviewed regularly.

8. Funding

- We receive no additional funding at present.
- Flash Academy is funded by the school. This service provides direct intervention for EAL pupils, to help language development and acquisition

9. Resources

- A range of resources are used to support a pupil's linguistic development. These include games, adapted work sheets, keyword lists, bi-lingual dictionaries and computer software.
- Pupil's are encouraged to use translation software on their phones or devices where available.
- Where appropriate pupil's will be provided with a laptop to use at home
- Chromebooks are available to students for use in lessons.