



CARDINAL NEWMAN
CATHOLIC SCHOOL

*October
2018*

Date of next review:
October 2019

EAL Policy

EAL POLICY

Cardinal Newman Catholic School working in partnership with EMAS (Until April 2019)

1. Terminology

EAL = English and as Additional Language

Bilingual students = Students with EAL, including more advanced learners

BAME = Black and Minority Ethnic (background)

EMA = Ethnic Minority Achievement

EMAS = (Brighton and Hove) Ethnic Minority Achievement Service

We as a school support students with EAL and / or underachieving students from BME groups, either through direct student support, advisory support, staff training and through a dedicated EAL Co-Ordinator and the school development plan. We also work closely with EMAS to ensure we build our own capacity in school for when our partnership with EMAS expires in April 2019. Though our formal partnership is drawing to a close, the school will continue to consult with EMAS after this date to ensure our students' needs can be met appropriately.

2. Guiding Principles:

As a school with a large ethnic minority component we value the cultural and linguistic diversity of the students as a positive asset and a rich resource for the school and community. We acknowledge that language and culture is central to a person's identity and we build on the skills and knowledge students with EAL bring with them to school, providing additional support as necessary. We encourage both the students and families to play a full part in school life.

3. Aims of the school

- To provide a welcoming environment where EAL students and their families feel secure, safe and have a sense of belonging.
- To diminish progress and achievement differences between students with EAL and other students through effective mainstream practice and additional support from the EAL Co-ordinator. To build capacity within school to ensure needs of EAL students are met appropriately and effectively.
- Liaise with colleagues to share educational and pastoral concerns including special education needs and child protection.

4. Fundamental underpinning principles of EAL support

- Bilingualism is an asset to be valued, with first language having a continuing role in both identity and the acquisition of English.
- In order to close achievement gaps, EAL learners need cognitive challenge and effective linguistic and contextual support.
- English is best learnt via an inclusive curriculum where language and learning skills develop together.

5. Roles and Responsibilities

Cardinal Newman Catholic School staff:

- Will recognise that the progress of students with EAL is the responsibility of all staff.

Subject Teachers are:

- Fully aware of who the EAL students in their class are.
- Ensuring effective differentiation for EAL students in mainstream classes.

Subject Leaders and SENDco are:

- Liaising with EAL Co-Ordinator for any specific needs, issues or challenges arising within school.
- Using learning walks and class observations to monitor the experience of all students, including EAL students to inform further development of provision.
- Working towards narrowing attainment gaps between EAL and non-EAL students.
- Allocating an EAL rep for their department.

The EAL Co-ordinator is:

- Assessing EAL needs in students and creating individual support plans.
- Raising the profile of EAL students across the school.
- Providing mentoring for EAL students where required.
- Monitoring the school experience of EAL students and using it to inform priorities for support and CPD.
- Monitoring and reporting on the progress of EAL students to School Leadership Team.
- Ensuring capacity building for EAL / EMA through CPD.
- Meeting with departmental EAL reps and disseminating key EAL information and strategies.

Senior Leaders are:

- Ensuring the school EAL register is updated and as accurate as possible.
- Raising the profile of BAME and EAL students.
- Using data to identify EAL / EMA and BAME priorities for the school development and plan.
- Ensuring this policy is updated and shared by all who work in school, including non-teaching staff.
- Monitoring the work of the EAL Co-Ordinator to ensure that support for EAL students is appropriately targeted and reviewed.

The Governing body are:

- Holding Cardinal Newman Catholic school staff to account with regard to their responsibility to teach and care for all students.
- Reviewing Race Equality Policy and racist incident return.