

DE LA SALLE COLLEGE



ENGLISH AS ADDITIONAL LANGUAGE POLICY

“THERE ARE DOUBTLESS MANY DIFFERENT LANGUAGES IN THE WORLD, AND NONE IS WITHOUT MEANING.”

1 CORINTHIANS 14:10

Compiled by: The College Director	Last Reviewed: June 2025
Policy Holder: Nina Jones	Next Revision date: June 2026
Oversight Governor: Leesa Sale	Verification date: Advent 2025

Overview

English as an Additional Language Policy

English as an Additional language (EAL) refers to students whose first home language is not English. This policy outlines how the College identifies and supports students with English as an additional language. It sets out the College's aims, objectives and strategies with regard to meeting the needs of EAL students, whilst helping them to achieve the highest possible standards irrespective of their backgrounds.

Legal Status

In line with the requirements of the States of Jersey and the *Race Relations Act 1976 (UK)*.

Application

This policy applies to De La Salle College, including all staff (teaching and non-teaching), Board of Governors and volunteers working in the school.

To be read with:

- SEN Policy
- Teaching and Learning Policies
- The Curriculum Policy

Availability

This policy is made available to parents, staff and students in the following ways: via Reception, from where a request for a copy of the Policy may be obtained, and via the College website.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Head of College. The policy holder, in conjunction with the policy compliance officer, will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged.

English as an Additional Language (EAL) Policy

Introduction

The College aims to ensure that all students whose first language is not English:

- should become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between
- their cultures and others;
- progress in their abilities within each aspect of the English language, including
- speaking, listening, writing and reading; and
- are supported in their preparations for their next step in their academic careers.

Background

In common with the rest of the curriculum, where a student is learning English as an additional language, this is individually planned for, taking into account the particular needs of the student and working with the family to plan how best to facilitate the student's integration into an English-speaking setting. If, for example, a student at our school was most comfortable with another language, our strategy in understanding how best to enable the student to use English would include observing the student communicating in their mother tongue. As a result of this, key English words would be sent to the parents, and we would request from them a list of the key words in their mother tongue. This would enable the teachers to be familiar with what the student might be trying to say. It would also assist in preventing the student becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the teachers to encourage the student to transfer the word into English.

Our experience is that this individually tailored approach has been shown to be highly successful. We offer parents the option to receive any policies, procedures, newsletters etc that they would receive in English, translated into other languages. In our school, the teaching and learning, achievements, attitudes and well-being of all our students are important. We encourage all our students to achieve the highest possible standards. We do this through taking account of each student's life experiences and needs.

We have students who have English as their native language and who use another language. We will also have students whose native tongue is not English but they use it as their language of instruction. We will refer to both categories of students as Bilingual Learners, as they live in two or more languages. Bilingual students are those who have 'access to more than one language in normal and natural ways in their daily lives.'

If a student is bilingual French, their languages will be extended in line with their native abilities as part of differentiation in their Modern Language Classroom.

The backgrounds of students at De La Salle College mean that the needs of its EAL students are most frequently higher order language needs; such as higher order reading and listening

comprehension skills. In addition to this, the need to use more sophisticated vocabulary and phrases in speaking, writing and grammar.

Assessment for learning

We carry out ongoing recording of attainment and progress in line with agreed school procedures.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for students who are learning English as an additional language.

Aims and objectives

The National Curriculum secures entitlement for all students to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those students who are learning English as an additional language.

We aim to raise the attainment of minority ethnic students by:

- assessing students' English ability and giving students with EAL access to the curriculum as quickly as possible,
- providing students with EAL opportunities to hear and read good models of English and extend their knowledge and use of English,
- providing additional in-class support to these students if required,
- developing an understanding of and valuing students' home languages,
- using visual and auditory resources, and
- liaising with SEN colleagues in identifying students who may additionally have SEN.

Identification and Assessment

Parents/Guardians are asked to inform school of any language needs their child may have on entry to school via the admissions form. In addition to this, their class teachers liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support. This can be done using a variety of data, including:

- Teacher assessment
- Individual student targets
- Attendance and behaviour monitoring

All should be aware that EAL students will frequently understand what is being said, well before they have confidence enough to speak themselves.

Teaching and learning styles – Primary Only

In our school, teachers take action to help students who are learning English as an additional language by various means developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- providing in-class support for individuals and small groups
- developing appropriate resources
- providing a range of reading materials that highlight the different ways in which English is used
- encouraging students to transfer their knowledge, skills and understanding of one language to another
- providing advice and training for staff members
- building on student's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another

Language learning for our bilingual learners is encouraged through:

- contextual support through practical experiences
- appropriate modelling of language
- opportunities to communicate confidently in the new language
- motivation through meaningful activities
- self-confidence through praise
- stimulating and enjoyable learning situations

Home-school links are in place to;

- welcome parents/guardians into school
- communicate with and involve parents in their students' learning
- support a multi-cultural understanding in school.

The College is aware of obstacles to communication that may arise for some students and families with EAL, and staff know where to seek advice and support to overcome these.

Professional development

As required, staff are provided with opportunities for additional training on EAL to extend their knowledge, understanding and enhance their skills. This will contribute to the development of good practice and the raising of achievement within the school.

Use of ICT

ICT is a central resource for learning in all areas at De La Salle College and is used when relevant to meet the needs of EAL students.

Effective EAL support

The support available in the department will take following form:

Key Stage 4-5

Students with an appropriate level of English will continue in mainstream English lessons leading to GCSE English and English literature.

Curriculum Access

At De La Salle College, teaching and learning, achievements, attitudes and well-being of all our students are of paramount importance. Some of our students may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. All students in our school follow the curricular requirements of the National Curriculum. Students with English as an additional language do not produce separate work. We support individual students or small groups of students and, at times, teaching the whole class. Sometimes they work with groups of students, of whom only one or two may be EAL students.

We plan opportunities for students to develop their English, and we provide support to help them take part in activities. These include:

- building on students' experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
- providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults
- providing school information in the language of the parent/guardian's choice, if requested

The level of need is reported to CYPES on a termly basis using the criteria below.

Code	Description
A	New to English 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.
B	Early acquisition 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.
C	Developing competence 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.
D	Competent 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
E	Fluent 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.
N	Not yet assessed