

St Charles Catholic School

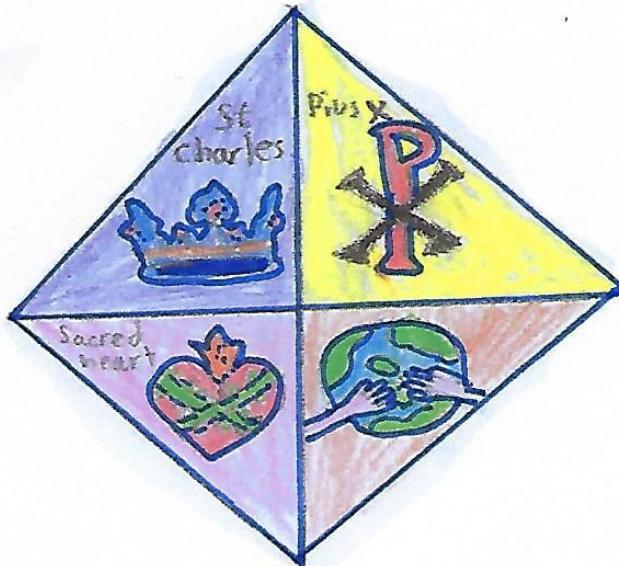


English as an Additional Language/Ethnic Minority Achievement Policy

Designated Teacher: Helen Ward
Date policy adopted: Autumn 2025
Date policy to be reviewed: Autumn 2027

Our Mission Statement

❖ Love God, Love your Neighbour ❖



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- To appreciate that we are all uniquely created and loved by God.
 - To deepen each child's understanding of the Catholic faith.
- To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.
 - To understand the importance of forgiveness and reconciliation.
- To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.
 - To provide an excellent education so children learn and achieve their potential.
 - To respect and care for one another in a happy, welcoming and nurturing community.
 - To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens

Philosophy and Mission Statement

At St Charles we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. St. Charles is based within a diverse community reflected in the school intake. We value and celebrate our cultural and linguistic diversity recognising the academic benefits of bilingualism. We aspire to promote a learning environment that prepares our children to become confident contributors to their own learning and community.

We believe that all staff are responsible for the education of all children regardless of their needs and abilities. Every child has the right to a broad and balanced curriculum, which is relevant and differentiated, and demonstrates progression and coherence.

We strive to enable EAL/EMA (English as an Additional Language and Ethnic Minority Achievement) children to develop the skills required to fully access the curriculum. We aspire to equal outcomes for all pupils. We review statistical evidence of progress of individual ethnic groups and promote work with targeted groups where the data shows need of additional support.

Aims

- To ensure that EAL/EMA learners feel secure in their learning environment in order to reach their full potential.
- To address the specific learning needs of bilingual pupils to ensure inclusion and full participation in school life.
- To actively promote community cohesion and home school links to foster the most successful environment for children's achievement.

Objectives of the EAL Policy

The purpose of this policy is:

- To define the approach and provision within St. Charles for EAL/EMA children.
- To ensure that staff are familiar with, and can use, the systems and procedures to identify, monitor, record and review progress of EAL/EMA children
- To ensure that parents are involved in their child's education and that their support is valued and encouraged

- To ensure that pupils are involved and encouraged to contribute to their own learning, where possible.
- To ensure that all EAL/EMA pupils have equal opportunities.
- To ensure that all EAL/EMA pupils have full access to the National Curriculum, and appropriate extra support is provided if necessary.

The Curriculum/Inclusion of EAL/EMA pupils

EAL/EMA pupils will have access to a broad and balanced curriculum. We aim to provide a rounded, inspiring and challenging curriculum for all EAL/EMA pupils including the most disadvantaged and those with SEND so that they achieve highly and are ready for the next stage of their education. In addition, the curriculum will provide appropriate challenge for all, including the most able EAL/EMA pupils. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils and reflects the diverse community we serve.

All teachers recognise their essential role in enabling language acquisition for EAL pupils. To do this they ensure activities are tailored to meet all pupil's individual needs:

- Teachers to make provision (as appropriate) for EAL/EMA pupils in all planning.
- EAL/EMA teacherassistants to work in collaboration with class teachers to plan and deliver a personalised and specialised curriculum.
- A range of support strategies are used ranging from focused small group teaching to well-planned team teaching and in-class support.
- Teachers to employ a variety of pupil groupings for learning and working together in the classroom to provide good language role models within the pupil's peer group.
- Monitoring of curriculum progress for all EAL/EMA pupils is done at the termly pupil progress meetings.
- Current pupils are encouraged to welcome new pupils and their parents to our multi-lingual multi-ethnic school community.
- The curriculum builds on EAL/EMA pupils' cultural and linguistic knowledge and experiences.
- The class teacher has opportunities to identify needs through the assessment procedures in place throughout the school.

Protected Characteristics

The Equality Act 2010 aims to prevent discrimination. It is illegal to discriminate against people based on nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership

- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

No form of discrimination is tolerated at St Charles Catholic Primary School, but it is particularly important that children are taught about these protected characteristic groups and the importance of showing respect to people within these groups. We also ensure that our curriculum is planned and delivered to ensure that children learn about these protected characteristics in an age-appropriate manner.

Planning Journey

All subject coordinators will ensure their curriculum area is planned and sequenced, with knowledge and skills building on what has been taught before. Children embark on a learning journey which works towards clear end points.

We aim to provide a rounded, inspiring and challenging curriculum for all pupils including those with EAL/EMA, the most disadvantaged and the most able, so that all can achieve highly and are ready for the next stage of their education.

Cultural capital

All subject coordinators will ensure that their subject helps to equip all EAL/EMA learners with the knowledge, skills and values they need to succeed in all stages of their education and later life.

All EAL/EMA learners are considered in the wider curriculum and, where appropriate, are encouraged to participate in after school clubs, cultural activities and school visits.

Discussion, debate and vocabulary

Subject coordinators will ensure that their subject helps children to learn and use the technical vocabulary they need to express ideas and knowledge clearly. In addition, children will have plenty of opportunities to discuss and debate questions relating to specific areas/topics.

Memory

Subject coordinators will ensure that their subject helps children know more and remember more and there will be plenty of opportunities to make links between learning so that children will commit learning to their long-term memory.

Target pupils

The school identifies pupils entitled to EAL support upon entry. Other qualifying current pupils are targeted following termly reviews of their progress at pupil progress meetings.

Priority is given to pupils at Level A (New to English) Level B (Early acquisition) and Level C (Developing competence) although staff monitor progress of all EAL/EMA pupils and provide extra support as required. Proficiency in English levels are also reviewed annually.

EMA pupils are identified through a close analysis of data which highlights which pupils or group of pupils are not meeting targets and making expected progress. These children are reviewed termly (during pupil progress meetings) in line with the school assessment programme.

New arrivals

At St Charles we have an induction and assessment process for newly arrived EAL children. Their current ability is assessed and targets set to promote their language acquisition. Class teachers are provided with a range of strategies and resources to meet the needs of these children.

Where possible the new child will be assigned a 'language buddy' to support them and help them settle in. St Charles is fortunate to have speakers of a great range of languages amongst the pupils and staff.

Assessment and record keeping

At St. Charles we recognise the importance of the class teachers' knowledge of their EAL/EMA pupils. As part of the pupil progress meetings class teachers meet with the SEN coordinator and Assistant Head to discuss and assess each child. Individual pupils/target groups needing EAL support and intervention are agreed, and appropriate support is put in place.

Working in partnership with parents and the community

At St Charles school we value the essential role that parents and carers play in their child's education. We strive to encourage children to value their home language as an asset in our multi cultural community and a proven cognitive advantage to learning.

There are many ways for parents to become involved in the life of the school.

- Class teachers' welcome contributions in the form of talks to enhance the understanding of different cultures.
- The international summer fair is a celebration of our diverse community, it is a wonderful community enhancing event promoting community cohesion.
- Black history season promotes visits from relatives/friends from other cultures.
- Class teachers meet with new parents to establish an understanding of the child's experiences and educational background.
- EAL/EMA teachers liaise with class teachers and are available to attend parents evening interviews alongside the class teacher if appropriate.

Roles and Responsibilities

EAL/EMA coordinator and assistants

The EAL/EMA coordinator/assistants play a key role in organising and delivering support to pupils by:

- Overseeing the day-to-day operation of the school's EAL/EMA policy.
- Coordinating provision for EAL/EMA children.
- Assessment and induction of new arrivals.
- Ensuring that formative and summative assessments of EAL/EMA pupils are carried out - in class termly - and targets are set to ensure progression.
- Attending inset training to keep informed of current issues. Cascading this information to school staff as appropriate.
- Working collaboratively with colleagues to develop strategies to meet the needs of EAL/EMA pupils.
- Developing positive professional relationships with the children, parents and carers.
- Liaising with other professionals and consultants in relation to issues affecting St. Charles school.
- Writing an annual action plan in line with school development plan to ensure progress and efficiency within the EAL/EMA department.
- Reviewing the policy bi-annually and make amendments if necessary

The Governing Body

The Role of the Governing Body:

- Ensure that the teachers in the school are aware of the importance of providing for all EAL/EMA pupils.
- Ensure that all EAL/EMA pupils have access to and join in with the activities of the school.
- Ensure that the EAL/EMA coordinator writes a coherent termly EAL/EMA report for the governors.

Class Teachers

Class Teachers are responsible for the learning of all pupils in their class and the delivery of all NC subjects. They strive to meet the needs of all children and to provide a broad and balanced curriculum. They consult with the EAL coordinator to discuss pupil needs and implement recommended strategies to ensure all EAL/EMA pupils can access the full curriculum and achieve their potential.

Staff Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of EAL/EMA pupils.

In-school training is provided by the EAL coordinator where required. The EAL coordinator attends relevant training where appropriate.

Written by: Helen Ward
Date : November 2025