

English as an Additional Language (EAL) Policy 2017

(To be read in conjunction with the policies on Inclusion and Special Educational Needs.)

MISSION STATEMENT

'Together Towards Success'

Together We aim for all the pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting, community where everyone feels valued.

'Towards' an outstanding school that provides an enriching and creative learning experience for all pupils. We respond to the diversity of need through our commitment to equality: overcoming potential barriers to learning and setting suitable personal targets.

'Success' is expected of every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievement of themselves and others; both within the school and wider community.

Introduction

In our school we value all pupils equally. We encourage all our children to aim for the highest possible standards and we take account of each child's individual needs and experiences.

A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Aims and objectives

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Equalities Act 2010.

Responsibilities

Headteacher and Governors ensures that EAL is regularly considered and featured in the School Development Plan when relevant.

For all staff to liaise effectively when considering the needs of pupils with EAL.

Challenging targets are set by class teachers based on systematic data and evidence of progress.

The school will keep parents and carers fully informed of all matters concerning the progress of EAL pupils.

The school will work in partnership with families of EAL pupils and make links between home, school and community.

Teaching and learning style

In our school teachers use various methods to help children who are learning English as an additional language develop their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talk to support writing;
- encouraging them to relate one language to another.

Teachers ensure children who are learning English as an additional language have access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.
- ensuring other languages are embraced and valued and celebrating different cultures and pastoral care.

EAL and inclusion

In our school, we value each child as a unique individual. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Within school we ensure that medium term planning includes Culturally Inclusive outcomes to promote and reflect on different cultures. Children with English as an additional language do not necessarily have separate teaching unless they need it. New arrivals to the country may have discrete individual language lessons to enable them to acquire English language skills as quickly as possible. This is to allow them to be able to access the rest of school curriculum in mainstream classes as swiftly as possible. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

Teaching assistants assist with the teaching of a child with EAL in mainstream classes. This involves supporting individual children or small groups of children. Sometimes the language support TA works with groups composed not entirely of EAL children.

In the Early Years Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. We help children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- engaging the child in educational games that develop their language skills;

Assessment for learning

The Department for Education (DfE) now requires schools to report a Proficiency in English scale for all EAL pupils.

Woodcroft uses the Bell Foundation EAL Assessment Framework for Schools is aligned with the DfE scales.

The Framework provides a tool kit to recognise and support EAL pupils.

New Arrivals Procedure

The induction of new pupils into Years 1-6 follows the attached guidelines to ensure the newly arrived pupils settle into school happily, are assessed and given any support they might require as soon as possible.

Monitoring and review

This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary.

APPENDIX

New Arrivals Procedure

Initial contact with parents is by the Office staff and they arrange an appointment with Head Teacher or Deputy Head.

Parent/s & pupil/s are interviewed by Head Teacher or Deputy Head.

Admitting Interview Information from Parents Form about pupil are given to Class Teacher, Learning Mentor, EAL Support Staff and SENCo, when appropriate.

Class Teacher prepares for the new pupil by informing the class and discussing how they can help the new pupil, naming the peg/drawer etc and having a set of books ready.

Pupil starts 2 days after the interview.

Pupil is taken to the class by Learning Mentor or EAL Support Staff and introduced to the Class Teacher, TA and children.

Pupil's photo and details are put on a New Arrivals Board outside staff room by Learning Mentor or EAL Support Staff.

Class Teacher assigns a "buddy" or "buddies" to the new pupil. If possible gives the opportunity for new EAL pupil to use home language in class and playground.

Learning Mentor makes a point of talking to the new arrival to see how they are settling in. The pupil is observed in the playground and if there are any problems eg behaviour problems in the playground the Learning Mentor talks to the pupil and the class, in consultation with the Class Teacher. Learning Mentor also checks up on the attendance of the New Arrivals.

EAL Support Staff meet the new EAL pupil after first week to make an initial assessment and work out if an intervention is required – Initial Encounter Form. New to English pupils are assessed on Language in Common. Feedback given to Class Teacher. Support put in place by EAL TA.

SENCo contacts the previous school's SENCo by phone, where the new arrival is on the Code of Practise for additional information. SENCo ensures the new pupil is in the right setting and organises interventions when necessary. Discussions with Class Teacher about appropriate assessments are carried out.

Prior to Follow-up Interview, EAL Support Staff ask Class Teacher how the new pupil has settled in, if there are any problems and check on the groupings in the class.

About 3 weeks after the child has started, Learning Mentor or EAL Support Staff meet with the parent/s and pupil/s for a Follow-up Interview to find out how they feel the pupil/s have settled in. Answer any of their questions, tell them who to contact if there are any problems. This may require the family to bring in someone who can translate.

After the interview, Learning Mentor or EAL Support Staff feedback to Class Teacher and follow up any issues as required.