



English as an Additional Language Policy

Introduction

Allerton Church of England Primary School is an inclusive and multicultural school with a number of EAL pupils. We value cultural and linguistic diversity as a rich resource for the whole school.

The school ensures that all children's needs are met on an individual basis. The term EAL means 'English as an additional language' and includes those children for whom English is not the first language spoken at home and those children who are bilingual.

We recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

The name of the EAL co-ordinator is Holly Vickerstaffe who is supported by Learning Support Assistants Kalbinder Reehal and Linda Bentley.

There are over 30 languages spoken in school, the main languages being, Punjabi, Urdu and Kurdish.

Our Main Aims:

- To create a welcoming and supportive environment which will encourage EAL pupils and their parents to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils.
- To develop the oral and literacy skills of EAL pupils so they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.
- To integrate new EAL children into the school in order to ensure that they gain access to the curriculum.
- To encourage and enable parental support in helping improve their own children's attainment.

Equal Opportunities

EAL pupils are entitled to the full National Curriculum. English is best learnt through the curriculum and pupils will be encouraged to play as full a part as possible in class activities from the start.

Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties.

We value and respect the cultural identities and experiences of all pupils and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child's home language is an essential part of the child's linguistic development.

Admissions and New Arrivals

On arrival, children and Parents who are new to the school have a welcome meeting with a member of staff. This would normally be with Mrs Glazer and/or Mrs Reehal but may be with a member of the SLT or Learning Mentor. The family is given a tour of the appropriate area of school and a welcome booklet.

Any background information received from previous schools or from parents will be shared with the class teacher, teaching assistant and other relevant staff in order to aid integration. This includes any data received.

An induction meeting is arranged with Mrs Reehal where an initial assessment is carried out using the New Arrival Checklist. The information obtained will be used to provide a settling in plan so that the class teacher is equipped with relevant information.

Wherever possible the child is placed in a class where peers speak the same language and at an appropriate level to enable the child to progress to their full potential. A buddy is then chosen to work alongside the child in their first week at school. The buddy will help the child to identify key features e.g. toilets, dinner hall, shared areas, playground etc, to make the child feel more at ease.

Communication fans are provided to help the new child to express needs and feelings. The child will then work within the class and in targeted groups with support from the class teaching assistant to help settle the child into school life. EAL support will continue within class and in group work on a daily basis. Children who are New to English are assessed using the Bell Foundation EAL steps assessment booklet, once they have settled into school. This is completed by the class teacher.

The Role of the EAL Co-ordinator

The role of the co-ordinator is:

- To lead the school EAL team.
- To act as support, a contact point and source of information to staff.
- To attend relevant INSET and feed information back to staff.
- To attend EAL network meetings to support and feed information back to EAL team.
- To liaise with parents and other agencies and assist with communication between home and school, if necessary.

The Role of the EAL Support Staff

- To carry out an initial assessment of the EAL children on admission.

- To maintain the system of assessment and record keeping required.
- Identifying and providing resources which support children learning English as an additional Language.
- To work with identified targeted groups of children within class and in target group sessions.

The Role of the Teaching Staff

All teachers are responsible for building strategies into planning to support the language development of EAL pupils and need to structure lessons appropriately.

There are three main strands to the English curriculum: reading, writing and speaking and listening. Activities are inter-related between these three areas so that one area supports development in another. In addition, children will be using English across the curriculum and throughout the day. Children with EAL should be introduced to key objectives and lessons before main teaching within the class takes place wherever possible.

Activities will be differentiated to allow all children to take part at their own level. Key resources and strategies will be used to develop skills within the classroom e.g. gestures, dual language, visual aids, graphic organisers, key vocabulary, differentiation of activities, encouragement of speech, pictures and flash cards to aid understanding, pre- teach sessions etc.

Teaching will usually take place within the classroom although some children will be withdrawn by support assistants for pre – teaching or target group activities where specific needs will be met.

Resources

The teaching and learning support staff are the fundamental resource for raising the achievement of EAL learners. Multicultural and language support resources are found in the Chatterbox Room. Multilingual signs are on display around school and in classrooms.

There is a file of multi-lingual letters and school details kept for EAL families. There are further EAL resources available on the school portal.

Planning, Assessment and Record keeping

Planning should include that classroom activities will be differentiated for EAL learners by task, outcome, resources and adult support. Assessment is completed using the Bell Foundation steps and the school assessment calendar. Assessments are used to inform planning and identify next steps.

Parents

The school has an open door policy and it values the importance of home school links. Families are supported to help their children with their learning. Early contact between parent and class teachers is encouraged with the use of translators from a family member or friend if necessary.

The school values the cultural diversity of all families and holds cultural social events to encourage and foster parental participation and to celebrate diversity.

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This Policy has been drawn up and written by the EAL Lead. The policy and future amendments to the policy will be communicated clearly and consistently to pupils, parents and staff.

This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body.

Drafted by: Holly Vickerstaffe

Date: Annually