

Central Primary School



English as an Additional Language Policy

Our motto: Children are Central

Introduction

Central Primary School is a diverse and vibrant language community. We recognise the strengths of having multilingual pupils and families, and our English as an Additional Language Policy seeks to set out how we facilitate learning for pupils who speak English as an additional language to their heritage language or languages.

Aims

Our aims for our English as an additional language policy will be:

- To ensure that the school is welcoming to pupils from all linguistic backgrounds;
- To ensure that individual children are supported at their cognitive level, regardless of their previous education or linguistic background;
- To establish communication links with pupils' families;
- To provide appropriate support for English language learning (for children and their families);
- To ensure that the classrooms reflect the cultures of all the children, and that every child's culture and language is valued;
- To monitor and assess progress regularly to check that the pupils have the opportunity to achieve their full potential for learning;
- To liaise with other phases of education with appropriate;
- To keep all staff informed by providing opportunities for information sharing/gathering.

Arrival

When a pupil joins Central Primary School, first language information is recorded. Any child that speaks another language or lives with parents who have English as an additional language are entered into the EAL welcome procedures, run by the learning mentor team.

After a period of two weeks (settling period) the class teacher and other adults involved in the child's routine will complete our EAL assessment grid which provides information on the child's current level of English. This initial assessment then allows staff to plan the programme a pupil will undertake to develop their English.

Usually all of our EAL programmes take place within the classroom, with only small amounts of intervention work taking place outside of the classroom (pre-teaching, vocabulary building etc.). This approach provides pupils with immersion in English and supports their English Language to develop rapidly.

The assessment grid used for initial assessments is referred back to regularly (at least half termly) to provide continued direction to the EAL programme the pupil is undertaking.

Whole Staff Approach

In addition to the individual approach described above we recognise the need to take a whole staff approach to EAL teaching. We believe that through our quality teaching and learning, we can provide support for pupils who are EAL.

Quality teaching and learning for EAL pupils may include:

- Explicit and regular teaching of vocabulary, which is displayed and referred to regularly;
- Warm and patient adults who are good models of English;
- Multi-lingual labels with pictures throughout the environment;
- Non-verbal gestures and support;
- Valuing languages spoken by children (language of the month, languages on display etc.);
- Providing an international curriculum;
- Consideration of breadth and depth of vocabulary knowledge;
- Staff trained to support EAL learners;
- Consideration of proficiency of heritage language and family literacy;
- Visual and practical models to support vocabulary development.

Our staff are committed to ensuring that our school is warm and welcoming to EAL pupils and their families. Some of the ways we do this are:

- By including reflection on other cultures as normal part of the curriculum;
- By having information booklets for parents on display where appropriate and available;
- By promoting language awareness throughout the school;
- By having available photo and picture notices and dual language books where appropriate and displaying pictures reflecting different cultures;
- By being sensitive to cultural needs (i.e. dietary requirements).

The Role of the EAL leader

The EAL leader provides training and support to staff throughout the school. They maintain an overview of EAL pupils alongside class teachers and the Assessment Leader. The EAL leader will update assessment information and liaise with staff to support with first language assessments and translation.

If after a period of approximately 6 months, a pupil is making less than expected progress on the EAL assessment grid and the class teacher has concerns a first language assessment will be undertaken to see if the concerns are the same in the child's heritage language. This assessment may help determine if a child has special educational needs.

Only EAL children who have special educational needs will have their names added to the Special Needs Register. The EAL leader will work with the class

teacher and inclusion leader to discuss if a child should be placed on the SEN register following a first language assessment.

Outreach

As a school we provide support to local schools through our EAL outreach programme. This programme aims to develop provision for EAL pupils locally so that pupils can attain and achieve well.

We provide a range of training to school staff both through twilight courses and through training at Central Primary. Our Outreach booklet available on the school's website provides more information of our current training offers.

Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

All pupils have a right to an equitable education, regardless of linguistic background. This policy links to our published equality objective and aims to support the educational achievement of all pupils. This policy should be read in conjunction with our school's Equality Policy.

Review

This policy will be reviewed every two years, or sooner if required.