

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 (EAL) 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 languages of 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 professionals where appropriate;
- To keep all staff informed of current practice by providing opportunities to gather and share information/expertise.

Arrival

When a pupil joins Central Primary School, first language information is recorded. If the child is new-to-English, the child will be inducted onto the N2E programme by the EAL Lead, who will liaise with the class teacher about how to best support the child in their first few days.

After a settling in period of three weeks, the class teacher and other adults involved in the child's education will complete our new-to-English assessment grid, which provides information on the child's current level of literacy in English. This initial assessment then allows staff to plan the programme a pupil will undertake to develop their English.

We believe immersion is the best way to rapidly acquire and develop a new language, so the pupil will spend the majority of their time in their classroom. Saying this, small amounts of intervention work may be required outside of the classroom (pre-teaching, vocabulary building, 'Racing to English' intervention etc.).

The child will then be re-assessed on the new-to-English grid once a term to track their progress across the year.

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 term, languages on display etc.);
- Providing a rich curriculum that explores international themes;
- 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 a display of languages that staff speak in the main foyer, so parents who are not confident speakers of English are aware of who they could contact;
- By holding workshops that help parents to support their children with their education;
- 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 Lead

The EAL Lead provides training and support to staff throughout the school. They maintain an overview of new-to-English (and EAL) pupils alongside class teachers. The EAL Lead will update assessment information and liaise with staff to support with first language assessments and translation.

If, after two terms, the child is making less than expected progress on the new-to-English grid and the class teacher has concerns, the EAL Lead will organise a first language assessment, which determines the child's speaking, listening and understanding in their home 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 Lead will work with the class teacher and SENCo 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 others schools through our EAL outreach programme. This programme aims to develop provision for EAL pupils locally and further afield, so that pupils can attain and achieve well.

We provide a range of training to school staff both through EAL Days at Central Primary and through twilight INSETs at other settings. 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.