



# English as an Additional Language Policy

*Maximum Effort for Maximum Achievement*

This policy is a statement of the aims, principles and strategies for raising minority ethnic achievement at Buttsbury Junior School.

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#### **Aims of our school**

The school values the contribution which minority ethnic pupils make through bringing their culture and language to enrich the school environment. We are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language. We aim to raise the achievement of all of our pupils and are committed to raising the achievement of pupils who are at risk of underachieving.

#### **Context of the School**

16 languages are spoken at our school and these include Urdu, Spanish, Turkish, Arabic, Chinese, Russian, Latvian, French, Portuguese, German, Greek, English and Yoruba.

6% of pupils have a home language in addition to English.

1 pupil is identified as needing EAL support.

#### **Admissions and New Arrivals**

We aim to welcome new arrivals and their families to our school. We have a protocol for new arrivals which includes a meeting between parents/carers and the Headteacher to collect relevant information and to introduce them to the school. This may involve a guided tour to familiarise them with our school. When possible we will try to use an interpreter if using the English language is a barrier to communication. EAL pupils will be introduced to a 'buddy' to help settle them in and will usually begin mid week to give them a more staggered introduction. Any support arrangements will be discussed with parents and pupil.

#### **Assessment**

An initial assessment will be made when pupils begin at the school and this will be reviewed regularly by all staff.

Information gathered will be about -

The pupils' linguistic background and competence in other languages

The pupils' previous educational and schooling experience

The pupils' family and biographical background

The pupils' level of English is identified with reference to the Stages of English as an Additional Language and with reference to the National Curriculum.

Staff have regular liaison to discuss pupil progress, needs and targets. The school aims to set appropriate and challenging targets for all pupils which are reviewed at least every term. The

school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

### **Children with Special Educational Needs and Academically More Able Pupils**

The school recognises that most EAL pupils needing additional support do not have SEND. However, should SEND be identified during any assessments EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are academically more able even though they may not be fully fluent in English. They will also have equal access to school provision.

### **Teaching and Learning: Staff responsibilities**

#### ***Whole Staff***

The entire staff will be made aware of the cultural and educational needs of children and every effort will be made to ensure the school is welcoming:

- By including reflection on other cultures as a normal part of the curriculum
- By promoting language awareness throughout the school
- By having dual language notices and books where appropriate and displaying pictures reflecting different cultures
- By being sensitive to cultural needs

#### ***Class or Subject Teachers***

Classroom activities should have clear learning objectives and appropriate support and resources are deployed to ensure that EAL pupils are able to participate in lessons. All teachers have a responsibility to ensure that they have the assessment information they need to help develop a pupils language and to monitor their learning.

Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language role models.

***The EAL Coordinator*** is the Inclusion Manager and she is responsible for collecting information about any EAL learner and making sure it is available to all members of staff to inform their planning and teaching. They may also be responsible for support arrangements for pupils who are at the earliest stages of English language acquisition.

### **Strategies and Support**

Staff use support strategies to ensure curriculum access

Collaborative group work

Enhanced opportunities for speaking and listening

Effective role models of speaking, reading and writing

Additional visual support eg posters. Non verbal cues, pictures, use of gesture etc

Bilingual resources e.g. dictionaries, on line support, bilingual staff/pupils, texts, key word lists

Writing frames

Pupils receive regular feedback from staff

Discussion is provided before and during reading and writing activities

Further support for pupils' language development is provided outside the formal curriculum eg in assemblies, school clubs, homework clubs etc.

Additional support may be allocated to individual EAL pupils depending on need.

### **Parents/Carers and the wider community**

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to work closely with members of the wider community to support our EAL pupils.

### **Monitoring and Review**

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve as a basis for planning programmes of action and targeting time, support and resources.

This policy supports the school in meeting its duties under the Equality Act 2010.

Policy Date: Autumn 2019

Review Date: Autumn 2022 (or sooner if school circumstances change significantly)