

WHITEFIELD PRIMARY SCHOOL

English as an Additional Language policy



Adopted: March 2013

Review date: March 2016

Whitefield Primary School

English as an Additional Language Policy

Mission Statement

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Whitefield we believe in nothing but the best!

Introduction

At present 18% of pupils attending Whitefield Primary School speak English as an Additional Language (EAL). Polish and Chinese speakers are the largest groups of EAL pupils, with each group accounting for 24% of all EAL speakers. Other representative groups include speakers of Yorubu, Urdu, Russian, Czech, Lithuanian, Turkish, Arabic and French.

Aims

- Ensure full access to the National Curriculum for pupils who are learning to use English as an Additional Language
- Equal opportunities for all pupils.

To achieve these aims the school will:

- assist the language development of pupils across the curriculum;
- acknowledge the cultural and educational value of pupils' first languages;
- make effective use of pupils' first language to support access to the curriculum;
- reflect the linguistic and cultural diversity of the school in its resources, texts, materials and displays;
- develop strong links between the parents of EAL pupils and the school;
- promote co-operation between class teachers, SEN teachers and Learning Support Staff in both planning and the diversity of the curriculum;

- ensure the effective and supportive induction of pupils for whom English is an additional language;
- Utilise the support from additional agencies including the Ethnic Minority and Traveller Achievement Service (EMTAS);
- Prioritise appropriate training opportunities for members of staff.

Learning English as an additional language

Learning an additional language is a long-term process. While social fluency may be acquired within two years, it may take EAL pupils from 5-7 years to gain the skills and understanding to participate as fully in an educational system as first language speakers of English.

Principles

At Whitefield Primary School, we firmly believe that language learning is most successful, for both EAL speakers and early bilingual learners where:

- it is taught within the context of the mainstream curriculum;
- there are many opportunities for speaking and listening activities;
- staff and pupils value and make use of the cultural and linguistic diversity within the school community;
- the informed contribution of parents to their children's education is seen as vital to the children's progress.

All teaching staff are aware that bilingual children may have a competence in their first language, which equals or surpasses their competence in English. They acknowledge that an individual child's mature, and high-level understanding of his or her first language is of great benefit in his or her learning of English as an Additional Language. All teachers accept that the maintenance of the first language is a powerful tool in developing a child's conceptual learning through the medium of English. At Whitefield School all staff are considered to be teachers of English as an Additional Language.

Support procedures

There is a strong inclusive ethos at Whitefield primary school. In practise this means that we actively assess and support all pupils based on their individual learning needs. For EAL pupils and their families, there are a variety of ways in which we provide support to ensure the best outcomes for the pupils. The school will provide:

- a welcoming and supportive environment;
- if possible, a pupil friend who speaks the same first language;
- a thorough induction process with the child and their family with an interpreter present if required;
- EMTAS support staff provide support to EAL pupils in their mainstream classroom;

- A variety of intervention programmes such as language groups, friendship groups and Talking Partners to support the acquisition of English and social interaction;
- Interpreters present at parent consultation events and formal meetings with school staff;
- The display of additional languages and the availability of multi-lingual books around school;

Roles and responsibilities

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy is maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of ensuring the School Council is involved in the development, approval, implementation and review of this policy;

Role of the Head teacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the governors and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;

Role of the EAL coordinator

The coordinator will:

- liaise with staff and outside agencies regarding placement, assessment, teaching strategies and the role of the EAL support teacher;
- support staff in the teaching and inclusion of EAL pupils;
- ensure that all EAL data is collated when required;
- monitor the provision of EAL;
- devise priorities for an annual Action Plan;
- implement the school's equalities policy and schemes;

- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;

Role of class teachers

Class teachers will:

- develop strategies to support the development of English
- work closely with the EAL support teacher and the EAL coordinator;
- monitor the effectiveness with the SENCO of any IEP in place (where there are additional needs)
- assist in the collection of EAL data;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;

Role of the school council

The School Council will be involved in:

- organising surveys to gauge the thoughts of all pupils on equal opportunities and inclusion;
- reviewing the effectiveness of this policy.

Role of the pupils

Pupils will:

- reflect the inclusive ethos in school through their behaviour and interactions with others;
- liaise with the school council make suggestions about improving inclusion;
- take part in questionnaires and surveys.

The Role of EMTAS

Support can be requested from EMTAS by school for EAL pupils. Their role in school is to;

- access the English language performance and progress of EAL pupils and provide feedback to school staff;
- support EAL pupils in gaining access to the mainstream curriculum;
- make the curriculum accessible through the provision of differentiated materials;
- make effective use of EAL pupils' first language to support their conceptual development;
- to assist in identifying any special educational needs;
- attend any meetings with parents to discuss progress.

Special educational needs and EAL

Pupils whom have special educational needs as well as EAL will be referred to the inclusion manager for additional support and possible multi-agency involvement. Interpreters will be present at Team Around the Child meetings, where required. EAL pupils who have SEN will be placed on the SEN register and supported through appropriate interventions. Parents/carers will be kept fully informed and every effort will be made to ensure they understand the contents of their child's Individual Education Plans. The inclusion manager will liaise with EMTAS to assist in the identification and assessment of any additional needs.

Assessment of EAL learners

During the induction interview for new pupils, an initial profile will be completed, including some details about the pupil's level of attainment at their previous school (*see EAL induction pack*). Pupils who are ready will be assessed using the APP standards. Newly arrived pupils will be given appropriate amounts of time in order to settle in and become fully inducted into the school. Following a period of 4-6 weeks, assessment of newly arrived EAL pupils will begin and class teachers will make their judgements using the assessment tools provided by EMTAS specifically for EAL pupils. This data will be separately collated and analysed by the EAL coordinator. Pupils whom have EAL and SEN may need to be assessed using PIVATS, depending on their level of ability.