



# **Millbrook Primary School EAL Policy**

# Rationale

Swindon has an increasingly diverse minority ethnic population and for this reason it is particularly important that potential isolated learners benefit from a school ethos in which their home culture and language(s) are recognised and valued, and in a school context where any particular learning needs are understood and addressed by school staff.

Millbrook Primary School provides an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its pupils. Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by recognising pupils individual needs, but also by a whole school approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

## Aims & Objectives

- For all children to have full and equal access to the National Curriculum; whatever their religion, ethnicity, first language, special educational needs or gender
- To provide opportunities and support for all children to reach their full potential and enjoy learning.
- To identify how access is achieved for pupils for whom English is an Additional Language and for those pupils who belong to an ethnic minority
- For the school to be committed to making appropriate provision of teaching and resources for EAL pupils and aim to raise the achievement of minority ethnic pupils who are at risk from under achievement
- To provide a welcoming environment, actively seeking to put parents and new children at their ease in what may be an unfamiliar setting
- To communicate effectively with parents of EAL learners and to try to ensure that they are accessing school information by: reading through letters with children before they are sent home, providing opportunities for parents to come into school and share activities with their child (eg: Welcome Wednesday in EYFS/KS1, Class assemblies, bikeability, sports day)
- To have a translator (parent helper/older child) to support non-English speaking parents at parents evening (where possible/appropriate)
- To provide translation of school documents where appropriate/available
- To provide a safe and secure environment, with particular sensitivity towards the previous experiences of refugees, asylum seekers and their families

## Teaching and Learning

*“All EAL learners have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with peers who speak English fluently and can provide good language and learning role models.”* (OFSTED, English as additional Language 2010)

The school recognises the following factors as being central to progress for EAL pupils:

- Recognition of the importance of home language
- Treating racism and bullying seriously
- Strong home/school and wider community links
- Learning environments which celebrate a variety of cultures
- Resources - including bilingual materials
- Curriculum - which portrays positive images and role models of people from other countries and ethnicities
- Providing opportunities to listen to good spoken and written English and develop language skills through the use of: talk partners, visual prompts/cues/word mats, modelling of reading, writing and speaking, scaffolding/writing frames

Teachers need to ensure that:

- The language and learning needs of pupils are clearly identified and provided for
- The language and learning demands of the curriculum are analysed and support provided
- Visual support is provided for key concepts and new vocabulary
- The learning needs of pupils are identified and where appropriate/possible, they receive a specific EAL intervention

## **Role of the Coordinator**

- To ensure that all teachers are familiar with the EAL policy and that there is an up to date version on the school system
- To update and review the policy every two years
- To update and review the EAL action plan every year
- To liaise with support staff who provide EAL interventions
- To keep a record of EAL children in school and the different languages that are spoken
- To undertake (or organise for) any relevant training to be done where necessary
- To be aware of new initiatives and disseminate information to teacher and relevant support staff
- To monitor the progress of EAL children on the school data tracking system and liaise with the Deputy Head over any concerns in progress or attainment.

## **Related Policies**

- Teaching and Learning Policy
- Behaviour for Learning Policy
- Single Equality Policy
- Inclusion Policy
- Special Educational Needs Policy