



Millbrook Primary School EAL Policy

Date Agreed October 2015
Date Reviewed October 2017

Philosophy:

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.

Rationale:

Growing national percentage of EAL pupils entering schools, *ECM*

Swindon has a relatively increasingly diverse minority ethnic population and for this reason it is particularly important that potentially 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.

Aims & objectives:

Children must have full and equal access to the National Curriculum, whatever their religion, ethnicity, first language, special educational needs or gender.

The aim of this policy is to set out how that access is achieved with regard to pupils for whom English is an Additional Language and for those pupils who belong to an ethnic minority. The school is 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.

Good Practice in working with bilingual and multilingual pupils

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 environment which celebrates a variety of cultures.
- Resources, which include bilingual materials.
- Curriculum, which portrays positive images and role models

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EAL pupils will be “*at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal education and might not be literate in any language. Some will be gifted or talented; others will have learning difficulties and/or disabilities.*” (OFSTED, English as additional Language 2010)

Implementation of EAL Policy

The school employs a EAL teacher for 1 day a week, who used to work for EMASS before it disbanded.

The EAL teacher is responsible for liaising with the school EAL co-ordinator and staff regarding individual pupils needs, as well as providing training and CPD if required.

The EAL teacher works alongside/co-ordinates with the EAL co-ordinator and TA running EAL intervention groups

Curriculum Planning

“*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)

Millbrook’s curriculum planning, reflects and celebrates the ethnic and cultural diversity of all of its pupils. Good education begins from sharing the experience that children bring to school, from a variety of ethnic and cultural backgrounds.

Differentiated learning opportunities, enable all learners to access the curriculum via a considerate approach to planning. Whilst inclusion for all is key, pupils need to be challenged at an appropriate level.

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.
- Planning includes opportunities for first language activities in the classroom.
- The support requirements of pupils are identified.

Curriculum and Classroom Practice

- Teachers should have high expectations of all pupils regardless of ethnicity, gender, or social background.

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- Activities are matched to pupils' needs and abilities and have a clear sense of progression.

There is evidence of development in oracy and literacy through:

- The awareness and utilisation of the children's first language expertise.
- Provision of scaffolding/writing frames.
- Using story props.
- Providing vocabulary word mats for topic work or new/unknown subject specific words
- Practice and development in language skills will be encouraged through:
 - Collaborative activities that involve talk.
 - Opportunities for feedback to others.
 - Models produced by peers to show what can be achieved.
 - Classroom organisation and groupings will encourage and support active participation by:
 - Grouping and regrouping pupils for connected activities in order to develop language skills.
 - 'Supportive experts' in each group ie. good readers and writers.
 - Using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age).
 - Displays in the classroom and around the school will reflect linguistic and cultural diversity.
 - Assessment methods allow pupils to show what they can do in all curriculum areas.
 - Dual language textbooks and reading material should be available and in use where appropriate.
 - Access to meaning should be provided by presenting and introducing lessons or topics with visual support:
 - DVDs
 - maps
 - posters
 - pictures
 - objects
 - use of Information Communication Technology
 - use of Mantra Lingua Pens and dual language related resources

EAL Pupils and Special Educational Needs

A child has special educational needs if she/he has a learning difficulty. A child must not be regarded as having a learning difficulty solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs will include a proportion of EAL pupils, and other pupils from ethnic minority backgrounds. The school recognises both the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils.

Assessment of SEN in EAL pupils will involve the class teacher, as well as the Special Educational Needs Co-ordinator

If appropriate, the school will try and arrange an assessment in the child's first language.

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The nature of support for EAL pupils with SEN will be decided on an individual basis through consultation between the SENCO and EAL teacher/EAL co-ordinator. Provision of support will be reviewed regularly. This support will take account of the child's needs as an EAL pupil.

The EAL co-ordinator and SLT team will be responsible for ensuring that home language does not prevent the parents /guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

Liaison with Parents

As with all children it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communication is the key for parents of EAL learners, this is taken into consideration by:

- providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- monitoring letters sent home, to check that language used is clear and straightforward.
- reading through letters (where appropriate) with children before they are taken home.
- provision of translations of school documents in community languages, where appropriate and available.
- encouraging parental attendance at parents evenings and participation in other school functions e.g. school assemblies, fêtes and sports days.
- informal contact with parents in school playground to reinforce communication.
- encouraging parental involvement with home reading scheme and homework, which may be specifically language based.
- Providing opportunities for parents to come into school and share activities with their child (eg: cream tea/art and craft afternoon)

Millbrook will provide parents with a welcoming inductions process, involving mother-tongue support where available and appropriate.

All staff are committed to providing a safe and secure environment, with particular sensitivity towards the previous experiences of refugees, asylum seekers and their families.

Induction/entry forms: EAL co-ordinator to be informed about the induction and new arrival of an EAL pupil to Millbrook.

Assessment and Target Setting

Monitoring EAL learners' progress and development is the responsibility of the class teachers and subject co-ordinators.

Individual pupil profiles will be kept updated with relevant information and regular assessment tasks will indicate pupil's progress. These assessments should also inform planning and intervention.

Pupils should be encouraged to take responsibility for their own learning by setting their own targets for achievement or assessing their own progress.

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Statutory Assessment: The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements; mother-tongue assessment and extra time allowances.

EAL Assessment: Staff can work with EAL teacher to assess the needs of EAL pupils, identifying pupils' level of English and requesting mother-tongue assessments when appropriate.

Target Setting: Staff will ensure that appropriate targets and outcomes are set for identified EAL pupils, in consultation with EAL teacher where possible and that these targets are regularly reviewed.

EAL/SEN: Millbrook Primary School recognises that most EAL pupils needing additional English do not have SEN needs. However, should SEN needs be identified through assessment, EAL pupils will have equal access to school SEN provision.