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**Policy for Children who have English as an Additional Language**

**Reviewed and revised: September 2022**

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**English as an Additional Language**

At Sir Alexander Fleming Primary School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through a quality parent partnership, rigorous assessment and monitoring, the school will identify individual pupil’s needs and recognise and build on the skills they bring to school. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

1. Introduction.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

2. Aims of Policy.

This policy aims to raise awareness of the school’s obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement. Our aim is for the pupil to become a fluent speaker of speaking, reading, writing and understanding English and to access the school Curriculum as fully as possible.

We aim to achieve this by:-

* Providing a welcoming environment in which pupils will learn most effectively.
* Providing appropriate and personalised support for all pupils with EAL
* Plan and teach lessons using learning styles most appropriate to EAL learners. Provide an inclusive curriculum.
* Monitor pupils progress regularly against the Language in Common assessment scales
* Ensure pupils are making progress and are able to access the school curriculum.
* Support pupils who are at risk of under achieving.
* Celebrate pupils achievements in class.

This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils.

3. What is EAL (English as an Additional language)?

It means English as an additional language, when a pupil speaks a home language other than English. EAL learners are a very diverse group. The government definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood ‘and continues to be exposed to this language in the home or in the community’. This includes, for example:

* New arrivals from abroad who speak little or no English
* Children or young people from other countries who are in the UK for a limited time, for example if they have a parent who is studying here, who have been educated in an English-medium school abroad and are fluent in several languages
* Young people who were born in the UK and speak English most of the time at home and school, but who also speak another language occasionally to extended family members.

Advanced bilingual learners are defined as pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.’

Ofsted 2005

4. The EAL Coordinator is Mrs Lisa Pigg.

Role of the EAL Coordinator;

* The EAL Coordinator will liase with Multicultural Development Team (MDT)
* The EAL Coordinator will support staff in the teaching of EAL pupils.
* The EAL Coordinator is responsible for ensuring that EAL data collection procedures are carried out.
* The EAL Coordinator will monitor EAL provision in the school.

5. New Arrivals

We define new arrivals as children who have not had a consistent education in this country for the past year.

Most new arrivals have English as an additional language needs. This means they come with either no or very little understanding of English. They may be literate in their home language and many have some experience of English but will require support to acquire fluency in English and to access the school curriculum.

We follow a procedure of Admissions for New Arrivals. (See Appendix 1).

Every class in school from Year Reception to Year 6 will appoint class buddies who help new pupils settle into school by showing them around the school, explaining the rules and routines of school and the class, helping them make new friends and ensuring these pupils are not excluded from activities in and outside the classroom. A welcoming environment in class helps the pupil settle in quickly and class teachers ensure the displays in class promote pupils language and culture. The EAL coordinator will also have a specific set of criteria to assess how the children are settling into school life. This will be done at specific times after their arrival. (See Appendix 2).

6. Assessment

New Arrived pupils will be assessed within the first half term of starting. If a child is working below the expected standard for their age group the class teacher will use the EAL Assessment framework

Teachers will use strategies such as observation, questioning, language sampling, analysing talk and writing to identify strengths and areas for development. This, combined with day-to-day assessment and summative assessments, should be used to inform planning and teaching.

* All EAL pupils are entitled to assessments as required.
* MDT (Multicultural Development Team) may be requested to visit school. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.

Referrals to MDT should be made at the following times:-

* Key Stage 2 children – Pupils to be referred on admission if have little or no English
* Key Stage 1 children – During the first term – Class teacher to allow time for child to settle and then assess the need for an assessment
* Foundation – If concerns after two terms - discussion with EAL coordinator
* Staff have regular liaison time to discuss pupil progress, needs and targets.
* Progress in the acquisition of English is regularly assessed and monitored using the EAL assessment framework
* Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
* Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
* Assessment in maths can be achieved by using the Assessment in Maths tool kit.
* Further support can be found in Excellence and Enjoyment: learning and teaching for bilingual children in the primary years.
* Assessment in the Foundation stage – provision need to be made for assessments to be made in home language in all areas except Communication. Language and Literacy, Reading and Writing when assessments must be made in English.

The class teacher is responsible for planning and teaching the objectives in a way which will ensure pupils are included in whole class sessions. In addition to this, they are also responsible for monitoring pupils’ progress termly, using School assessment and EAL Assessment framework

If progress is very slow or no progress at all is made, and staff are still concerned that the pupil has difficulties, then the EAL lead needs to be alerted and will make provision for an ‘in depth’ assessment of the pupils home language to be made to establish whether or not the pupil is experiencing learning difficulties.

7. Planning and Teaching

* Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
* Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
* Staff regularly observe, assess and record information about pupils’ developing use of language.
* When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.
* Teachers are responsible for planning tasks to ensure effective use of Teaching assistants to support EAL children.
* Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
* Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
* Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
* Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
* Additional verbal support is provided, eg repetition, modelling, peer support.
* Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
* Where possible, learning progression moves from the concrete to the abstract.
* Discussion is provided before, during and after reading and writing activities.
* Scaffolding is provided for language and learning, eg talk frames, writing frames.
* Teachers promote an inclusive environment in class, and therefore, use learning aids such as dual language books, tapes or dual language words.
* Pupils are encouraged to share languages with their peers and enjoy learning new words in a different language to help with pupils learning.
* Plan opportunity for the child to have a pre-teach or consolidation on a 1-1 basis.

8. Resources

The curriculum will reflect and draw on pupils’ linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences resources will include:

* Dual Language books in classrooms and libraries are available from MDT and should be made accessible within classes
* Multi-lingual signs and posters around the school and classrooms.
* Displays of languages.
* Language tapes of stories, poems, songs.
* Dual language I.T. programmes.
* Language and vocabulary games.

9. Success Criteria for this Policy:

* Pupils feel confident and happy.
* Pupils (other than those recently arrived) achieve on a level with the monolingual pupils.
* Staff feel confident in supporting the needs of EAL pupils.
* Pupil data is accessible and manageable.
* Parents are happy to approach the school.
* The school environment reflects and celebrates the multi-lingual nature of the pupil population.

10. Monitoring this Policy

* All staff are responsible for implementing this policy.
* The EAL Coordinator and SLT will collect and analyse EAL data.

Appendix 1

A graduated response for Newly arrived pupils at Sir Alexander Fleming Primary School.

|  |  |  |
| --- | --- | --- |
| Identification | Initial meeting and EAL interview | * Invite family to school for initial meeting * Use induction questionnaire to collect essential information. * Parents/carers informed of school requirements. * Parents and pupil given tour of the school and introduced to their class teacher. * Informed of start date * Share information with class teacher prior to start. * EAL pupils – if pupil is in KS2, referral to MDT. |
| Preparation | Preparing for the arrival of the Newly arrived pupil | * Use information gained from pupil parent conference to prepare relevant resources to include, e.g. early language support pack (picture/word fans, basic word books, vocabulary mats) * TA to prepare additional resources * Talk to class about new arrival. Select a buddy and ensure that they know their responsibilities. * Visual timetable for pupil * Bilingual dictionary, translating device available for classroom use where appropriate. |
| Initial assessment and support | In 1st 2 weeks. | * Use Early support strategies checklist to plan provision for the EAL pupil. * Initial assessment carried out at the end of the first week assess how well the pupil is settling into school. (use early success criteria) * Early profile developed based on the NASSEA assessment system. * Set language targets for the learner or if relevant, develop an individual support plan. * Identify and implement specific interventions where appropriate – e.g. pre teaching sessions, guided writing sessions, talking partners, etc. |
| Assess | At the end of the 1st half term | At the end of the first half term, update the NASSEA assessment grid. Discuss in pupil progress meeting. Consider the following;   * Progress against the targets, * Social interaction, * Further support.   If the pupil is in KS1, make a referral to MDT after the 1st term. |
| Wave 1 and 2 | On going | Devise new targets if appropriate and plan targeted interventions at Wave 1 and 2 to plug the gaps and help children acquire language.  If progress is being made in the expected timeframes (see Language Acquisition timeline sheet for support) continue the process.  If the pupil is in Foundation stage and there are concerns after two terms, discuss with teacher whether a referral to MDT would be appropriate. |
| Wave 3 SEN | If limited or no progress | If limited or no progress has been made in the time frames shown on the language transition timeline, refer to the SEN process and discuss the pupil at the next SEN review meeting. |

Appendix 2

Success criteria for new arrival induction

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| By the end of the first week the pupil is: | Yes | Not yet | By the end of the first month the pupil is: | Yes | Not yet |
| Relaxed and happy |  |  | Coming to school happily |  |  |
| Beginning to follow some classroom routines/conventions |  |  | Relaxed and happy in school |  |  |
| Familiar with arrangements for school meals |  |  | Following daily class routines |  |  |
| Familiar with location/use of classrooms and toilets |  |  | Initiating contact (verbal or social) with teacher/other adults |  |  |
| Beginning to interact socially with peers. |  |  | Setting to task in the classroom |  |  |
| Comfortable using home language in school. |  |  | Playing/interacting with others at break time. |  |  |

20 TOP TIPS SUPPORTING NEW ARRIVALS IN PRIMARY SCHOOLS

* Teach your class to say “hello” using the new pupil’s language and learn to say his/her name correctly.
* Don’t panic - Children may have a silent period.
* Plan for peer support – put in place a buddy system.
* Make all communication as visual as possible including at KS2
* Have a box of materials and activities that beginners can access easily
* Provide a bilingual dictionary for pupils who are literate in their first language
* Keep activities short – don’t expect beginners to be able to sit and listen for too long
* Create the opportunity for the beginner to succeed in at least one activity each day e.g. giving out books.
* Group beginners with pupils with good language and behaviour models.
* Understand the pressures and changes that the beginner is experiencing.
* Enable beginners to maintain their first language in school and at home.
* Use simple sentences or phrases to model correct language structures.
* Model language rather than correct the beginner’s language.
* Allow thinking time.
* Enhance classroom resources (and displays) to reflect the linguistic and cultural diversity of new arrivals.
* Find information about their first language (readily available on internet) to better understand pupils’ acquisition of English.
* Provide opportunities for pupils to rehearse responses orally.
* Demonstrate the meaning of instructions.