

# Woodthorpe J.I. School

## English as an Additional Language Policy

**This policy aims to support all pupils for whom English is an additional language (EAL). It will help inform all Staff Parents Governors, Outside Agencies and the LA.**

Woodthorpe J.I School will:

- Set high expectations for pupils with EAL;
- Endeavour to meet their needs within this mainstream school;
- Seek the views of pupils with EAL regarding their progress and future targets using bilingual support staff where possible;
- Ensure pupils with EAL are offered full access to a broad and balanced education;
- Actively encourage parental involvement acknowledging the vital role they play in their child's education;
- Shift the focus of meeting EAL from procedures to practical support and whenever possible to prevention and early intervention;
- Boost opportunities for professional development for teachers and others;
- Promote partnership in school with local schools, the LA and other relevant agencies;

### **Admission Arrangements**

In accordance with the school's Equal Opportunities Policy children are admitted to Woodthorpe J.I School regardless of any English as an Additional Language need.

### **Objectives**

- To ensure early identification of pupils in need of EAL provision;
- To make the curriculum as relevant as possible;
- To provide a broad and balanced curriculum to meet the individual need;
- To ensure that teaching strategies match the pupils' different skills and learning styles;
- To break complex problems and tasks into manageable parts;
- To set- time limited outcomes for targets and language plans;
- To ensure accurate assessment and recording is carried out;
- To encourage the class teacher to play their part in identifying needs through target setting and language plans;

- To encourage pupils to take part in planning and reviewing their learning programmes;
- To liaise fully with parents and encourage their equal participation in the education of their child;
- For EAL co-ordinator to actively involve relevant agencies, support units and voluntary organisations where appropriate;
- To provide access to ICT programs and resources that are suitable and supportive for pupils with EAL;

### **Identification, Assessment, Recording and Review**

- Pupils identified with a possible need for EAL provision are referred to the EAL co-ordinator.
- All pupils new to English are now assessed on entry to school and termly using the QCA Extended EAL Scales until they are achieving in the Secure level. Individual targets will be developed from these criteria in an Individual Language Plan (ILP).
- EAL children who are also assessed as having special educational needs (SEND) will have Individual Education Plans that address their special needs as well as their acquisition of English.
- ILPs, IEPs and IBPs (Individual Behaviour Plans) are recorded using the IEP form.
- Pupils who are further advanced in their acquisition of English are assessed using the agreed systems in place for all pupils in school
- Foundation Profiles, observation and parental consultation in Foundation Stage is used to further identify pupils in need of EAL support.
- The school uses a variety of assessment tools throughout the pupil's school life in addition to end of Key Stage assessments. The EAL co-ordinator and the Head Teacher collate and monitor school data every term following pupil assessment.
- Levels of intervention for EAL pupils are determined by the outcome of assessments undertaken in school.
- Pupils new to English and those becoming familiar with English, may be supported individually or as part of a small group. Provision is mainly provided within the whole class setting but in some cases withdrawal is used to maximise the support and effectiveness of support staff and additional adult support.
- Pupils becoming confident in their use of English are supported in group activities and interventions and also in class by staff and peers.
- Pupils very fluent in their use of English are supported in class by the class teacher.
- Pupils newly arrived from abroad will be supported in addition by a 'buddy' or partner to facilitate their induction into school.
- Class teachers set EAL language plans for pupils new or becoming familiar with English.
- Language targets are shared with parents in person or via target sheets.
- Language plans and individual targets are reviewed termly in line with the whole school target and review system.
- Where practical and appropriate EAL pupils are involved in setting and reviewing their own targets.

- Class teachers keep copies of EAL plans in their SEND/EAL files alongside assessments undertaken by pupils at an early stage of language acquisition.
- All EAL pupils have their documentation stored using the procedures used by the whole school.
- The EAL co-ordinator ensures that any EAL documentation is available to class teachers and other adults in school, as appropriate. Individual EAL data is transferred to 'whole school' data sheets and shared with the Head Teacher and class teachers.
- Where possible forwarding of documentation and discussion between schools takes place when an EAL pupil transfers to another school.
- EAL children will be supported in end of Key Stage tasks and tests as stated in the national assessment arrangements. Readers, interpreters and amanuenses will be provided where appropriate to enable children to show their learning in Mathematics and Science

### **Management of English as an Additional Language**

The Headteacher has overall responsibility for EAL in school. Regular information sharing sessions take place between Head Teacher and EAL co-ordinator.

The EAL co-ordinator plays an important part in co-ordinating effective educational provision for children with EAL.

**The EAL co-ordinator** is responsible for:

- Overseeing the day to day operation of schools' EAL policy.
- Co-ordinating provision for pupils with EAL needs.
- Liaising with and advising fellow teachers.
- Managing learning support staff.
- Overseeing the records of all pupils with EAL.
- Liaising with parents of pupils with EAL.
- Contribute to the in-service training of staff.
- Liaising with external agencies including the LEA's support.

**Class Teachers** are responsible for overseeing EAL provision in their own class:

- Setting half termly targets.
- Providing differentiated work
- Monitoring and evaluating programmes for groups or individuals.
- Informing and liaising with EAL co-ordinator when necessary.
- Producing written and verbal reports for pupil reviews.
- Keeping class EAL file up to date.
- Ensuring access for all.

**Teaching Assistants** are responsible for planning, preparation and assessment of EAL pupils 'in line' with their individual job descriptions at Level 2 or 3 on the scale.

## **Allocation of Resources**

Woodthorpe J.I. School ensures that funds for EAL pupils are allocated appropriately by:

- Using appropriate funding from the school's budget, for EAL pupils, to allow for the purchase of material resources.
- Funding additional support programmes for EAL families.

## **Newly Arrived Pupils**

Admission procedures

- Parents meet the EAL co-ordinator and class teacher to discuss the school ethos, prospectus, home school contract.
- Parents and child are given a tour of the school.

Induction programme

- Children are given a six week language programme in which the majority of time is spent on practical activities.
- Pupils will hear English spoken in practical situations. Initially they will focus on the language needed in the classroom and be provided with opportunities to practice basic language structures. Pupils will be given time to listen to others so they can absorb the pattern and structure of English before they are required to participate in discussion.
- Pupils' confidence will be encouraged by repeating simple models in English.
- Pupils will be allowed the freedom to use their own language and code switch when necessary.
- The learning experience must have purpose and make sense to the learner.
- At the initial stages a pupil may need a range of scaffolds to support his/her learning.
- Adults supporting children will frequently repeat the language of daily tasks. It is essential to speak classroom routine instructions using the same form regularly.
- As a pupil progresses the following will be used to support development of English:
  1. Introducing two or three sentence structures and ten new words per week.
  2. To extend vocabulary the pupil will be involved with practical activities, pointing and naming objects and processes. As much visual help should be given as possible: by facial expression, gestures, photographs and clip art etc.
  3. Build on previous learning: for instance, practise a new structure with familiar vocabulary.
  4. Abstract language and open ended questions should be avoided and choices given e.g. Rather than asking 'What can you tell me about this object/picture?' it is better to ask 'What is the man doing? Is he sitting or running?'

### **School Activities**

Whilst maintaining a child's entitlement to the National Curriculum and following LA guidelines, the school will be sensitive to parents' and children's requests in the following areas:

- Music (singing)/Art//assemblies/festivals.
- RE/Sex Education in the curriculum
- Expected dress code- Uniform/PE wear +jewellery/religious attire
- Religious observances and holidays (e.g. Ramadan, Eid)

Our RE curriculum includes learning about many different religions. The major festival/celebrations of the religions of children in our school will be part of the curriculum and assemblies. Children will have the choice of making cards to take home for the following celebrations: Christmas, Easter, Eid ul Adhr, Eid ul Fitr and Divali. Children who do not wish to make a card will not be asked to. The teacher may offer such a child the choice of making a different kind of card which may include cards which are not connected to any form of religion.

### **Staff Professional Development**

The EAL co-ordinator will receive 'ongoing' training in new initiatives and professional development for EAL both through the LA and cluster networks. All staff will receive ongoing training in the latest techniques of assessment and planning and delivery of EAL.

Teaching Assistants play a key role in supporting pupils with a wide range of language needs. Training will be targeted to improve their professional development.

Teaching Assistants will receive training to support planning, preparation and assessment relating to children who have English as an Additional Language.

### **Parental Involvement**

- Parents/carers are welcome into school and any parental concerns will be dealt with appropriately by involved staff.
- Parents/carers are encouraged to play an active role in helping their child at home.
- Parents/carers are encouraged to attend shared learning sessions with their children. e.g.workshops.
- Parents/ carers are invited to attend parents'/carers' evenings and any other relevant meetings regarding their child. They are welcome to bring an interpreter.
- All parental involvement is documented and stored centrally.
- The school will ensure that parents/carers are aware of any relevant documentation.
- Where possible and necessary school information can be translated.

### **Multi-Agency Links**

- The school works closely with a variety of external agencies.
- Hall Green Consortium.
- Translators are available through the BRASS House centre.

- Permission is always sought from parent/cares before referrals are made to an external agency.

### **Inclusion**

- Woodthorpe J.I. recognises that inclusion is a process not a fixed state.
- The school supports the premise that for most children placement in a mainstream school leads naturally to other forms of inclusion.
- Through a supported inclusion process the school recognises the high levels of achievement which can result from participation by pupils in the curriculum and social life of the school (further details relating to Inclusion can be found in the school's Inclusion Policy).

### **Complaints Procedure**

Initially all complaints should be directed to the class teacher. Where issues are not resolved complaints should be made to the Headteacher (further details can be found in the school's Complaints Policy and framework).

Related Policies: Assessment, Teaching and Learning, SEND and Inclusion, Equality, Equal Opportunities, Curriculum area policies.

Signed:

Approved: 26<sup>th</sup> April 2018

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