Policy for Children with English as an Additional Language

Southfield Primary School values the contribution of all children irrespective of language, race or creed. Language is central to learning. Developing the confidence to communicate in one’s own language provides the platform for learning another. The school embraces the richness and diversity of cultures within the school population and endeavours to support those pupils learning English as an additional language through whole school approaches in order that they achieve their full potential.

Aims

Our aims for raising the achievement of those learning an additional language will be:

- To raise achievement across the curriculum for all pupils of every ethnicity.
- To encourage pupils to develop the confidence to communicate in their own language in order to promote their self-esteem and confidence.
- To ensure that all pupils new to the country, and to the speaking of English as an additional language, are welcomed within the school environment.
- To ensure that a programme of assessment and learning is in place to support pupils learning English as an additional language.
- To develop home/school partnerships in order to foster mutual respect for each other’s languages, beliefs and cultures.
- To ensure that the school (in its wider sense) is welcoming.
- To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.
- To ensure that all staff embrace the diversity of culture within a welcoming environment where every child’s culture and language is valued.

These aims will be achieved by:

- Providing a welcoming environment that supports the ethos of the school - ensuring that all staff are made aware of the cultural needs of the children within the school.
- Including the time to reflect on the diversity of cultures as a normal part of providing a broad and balanced curriculum by celebrating language and cultural developments through the celebration of religious festivals, assemblies and special celebrations.
- Welcoming new arrivals to the country and those continuing to develop their use of EAL within the school environment.
- Supporting pupils developing English as an additional language through the use of programmes and resources by using concrete and visual materials, ICT programmes, video and audio materials, dictionaries and translators.
- By using a programme of support to develop the use of English within a social context in the first instance.
- By using appropriate resources to support EAL pupils to understand more technical terminology i.e. within science, mathematics in order to learn subject specific vocabulary.
- Providing Mother Tongue assessments where necessary to gain an insight into the child’s use of their first language should appropriate levels of progress not be evident.
- Supporting the whole family through the services of an interpreter where appropriate and when required in meetings and at appointments.
- Providing support to enable children to access the curriculum, learn basic classroom routines and to continue their language development.
- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.
- Identifying a child’s language needs on entry to the school. This will lead to an assessment of the language phase to identify the child’s level of fluency and skills as an EAL learner.
- All EAL learners will be assessed using the criteria from the Department for Education against the judgements given. Once this information has been identified a record of all children with English as an additional language will be added to a centrally held EAL register within school.
- This information will be submitted to the DFE on three designated census days during the academic year 2016/2017.

N.B. It is important to recognise that EAL children learn most efficiently and effectively when working, and being supported, in collaborative groups with able and fluent English speakers. Children who are new to learning English become conversationally fluent in approximately 2 years. It takes a further 3 to 7 years to develop the confident use of academic language in order to function effectively across all subject areas. With those children who have additional needs this proves to be a much longer process.
- Using specific programmes of study to develop English vocabulary such as the ‘Language for Learning programme’ and ‘Race to English’ programmes.
- Supporting the whole family with the use of information booklets so that they feel embraced within the school environment by knowing where to gain information about the functioning aspects of the school day.
- Using dual language notices and books and displaying pictures reflecting the different cultures within the school environment.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Using modelling and supportive strategies within the workings of everyday classroom life.
- Being sensitive to cultural needs and giving equality of opportunity to develop attitudes which lead to the prevention of racism.

Roles and Responsibilities

All staff have a responsibility for:
- Supporting and encouraging children to become fluent English speakers and for communicating school expectations.
- Modelling good use of English by the use of extended sentences and interesting vocabulary, thereby encouraging the children to do the same.
- Modelling the expectations of responses and respect of the Values programme within the school.

All teachers have responsibility for:
- Planning work in the context of children's stages of fluency and anticipating opportunities for developing the use of English.
- Ensuring that planning includes the encompassing of supportive strategies to include EAL learners and sets targets to improve speaking and listening, reading and writing.
• The assessment and tracking of all pupils’ learning within their class.

Training and Resources:
• To ensure that adequate training is given to all staff to reflect the needs of EAL learners.
• To ensure that the services of the Interpreting Service is used effectively to support EAL learners and their families.
• For classroom, library and display resources to be in place to support the linguistic diversities of all pupils.

Monitoring and Evaluation:
• The EAL Co-ordinator, together with SLT and class teachers will track the progress of EAL pupils, identifying those areas that need to be improved by analysing the effectiveness of targets set for EAL learners. This will include the comparison with national levels and those schools of a similar catchment area.
• The EAL policy will be monitored regularly by the SLT and Inclusion Team and will require ratification by the Governing Body.
• Planning and progress to be scrutinised to ensure the development of appropriate language skills and the facilitating of effective language development.
• Regular meetings to take place with parents, staff and pupils to monitor progress.
• The EAL Co-ordinator, in partnership with class teachers will update the progress of EAL learners on a termly basis – this to include the updating of the stages of fluency in accordance with DFE guidelines.
• An initial identification of children’s speaking and listening and use of English to be obtained prior to their admission to the school to identify their first language (i.e. that used during their formative years) and to ascertain the language spoken in the home.
• To monitor the progress of children should they have extended leave for whatever set of circumstances.
• School to liaise with the Local Authority for support and advice especially for newly arrived pupils to the country.
• During the process of monitoring the progress of EAL learners, any concerns other than those attributed to the acquisition of English as an additional language, must be discussed with the SEND Team. Further specific assessments will then be carried out and discussions such as in the School Liaison Meeting process in order to seek support from the most appropriate external agencies.
• Support to be provided in any test situations to ensure a pupil’s completion of the test is not hampered due to difficulties of a language perspective.

Home/School/Transition Links to include:
• The valuing of parents as partners in the education of their child/children.
• The supporting of home/school links through discussions with class teachers, supportive classroom staff, external agencies and the Family Team.
• For school to liaise with other schools on pupils’ transfer either to or from Southfield Primary.
Outcomes:

- By giving due respect given to the diversity of each other’s language and cultures all members of the school will be able to identify and challenge racism, prejudice, intolerance and discrimination.
- It is hoped that through the delivery of effective strategies and planning, the achievement of all learners will be raised and EAL pupils will have reached their full potential.
- EAL learners are confident users of English and value their Mother Tongue.
- All parents and children will feel welcomed by the school.