

Wootton Academy Trust



EAL Policy

This policy applies to all schools managed by Wootton Academy Trust

Date: September 2017

Review cycle: Annually

Next Review Date: September 2018

Statement of Intent

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Wootton Upper School aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity. We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Introduction

Wootton Upper School has small numbers of pupils who use English as an additional language. We recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

1. Pupils learning English as an additional language are entitled to a full curriculum. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the start.
2. All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately.
3. Accurate information on pupils needs, attainment and progress should be maintained in an accessible and manageable form.
4. Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties.
5. Pupils will continue to need support with specific subject and academic language for longer than the two years it normally takes to become proficient in the social forms of English.

6. Resource costs for supporting EAL pupils need to be identified and linked to the needs and learning targets for pupils.
7. A named person will be responsible for EAL. Currently this is Sarah Walker. This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils.

Our Commitment as a school

- Ensure all teaching staff are informed when a pupil on the EAL register is in one of their classes.
- Recognise the importance of the role of parents and the need to communicate with them about their child's progress specifically in language learning.
- Provide appropriate cultural resources where possible celebrating language and cultural differences.
- Ensure that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition.
- Differentiate in the planning of lessons.
- Make staff aware that although pupils become conversationally fluent in two years it may take several more years for them to become fluent writers.
- Provide additional learning support for EAL outside of normal lesson times where assessment has demonstrated that this is necessary.
- Provide access to statutory assessments making full use of special/access arrangements where appropriate.
- Provide appropriate funding for resources and training of staff.
- Attend to the overall welfare and well-being of pupils on the EAL register and liaise with the School's pastoral staff in the event of concerns arising.

Principles of effective EAL provision

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Simplified language to allow EAL pupils access to the curriculum should not equate to simplified lesson content and tasks should challenge pupils appropriately.

- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the full curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Guidelines for Good Practice

Home/School Links

The importance of home/school links cannot be underestimated. If necessary parents need to be helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school.

Interpreters may be necessary to achieve:

- Completion of Entry Form with parents;
- Good communication with home visits;
- Translation (if necessary) of school reports on pupil progress;
- Attendance of parents at teacher/parent meetings.

Identification, Assessment and Support Provision

At the point of prospective admission, the school collects information on pupils' home language and ethnic background. On acceptance, EAL pupils or those anticipated to be EAL pupils will undertake an English language assessment on an individual basis. This will be organised by the SEND department. Any necessary support will then be arranged as appropriate. Once a child's needs are identified support can be provided in a range of ways including:

- Advice and resources given to class teachers to aid their support of the pupil in lessons, with specific reference to the particular language needs in question.

- Details/information issued to teachers for reference, in the same way that they are for pupils with Statements of Special Educational Needs or those who have been transitioned to Education, Health and Care Plans.
- Resources given to the pupil as required.
- In-class support by teacher\teaching assistant.
- Withdrawal for individual\small group work with other EAL pupils
- New pupils should feel welcomed with a special friend (who speaks the same language, if possible) and the EAL Coordinator to monitor them.
- We will ensure a supportive environment with signs and books around the school in multi-lingual format and encouraging children and families to share their culture, language and religion.
- EAL pupils need effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, nonthreatening contexts will enhance progress in all areas.
- Pupils in the early stages of learning English who are literate should be encouraged to record work in mother tongue, transferring to English as they become more proficient.
- EAL pupils should be taught subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate. Class teachers are responsible for providing lists of vocabulary to clerical staff within one week of the child arriving in school. EAL support will assist in delivery.
- All school staff, including TAs, will be made aware of the linguistic needs of individual EAL students.

Integration into the school of EAL pupils at the early stages of acquiring English

The Role of the Class Teacher

- Teachers are responsible for data collection to identify needs of EAL pupils.
- Teachers will develop strategies to support English Language development, this should include prompts to the teacher on weekly plans across the curriculum.
- Teachers are responsible for planning tasks/differentiation and to ensure effective use of Bi-Lingual dictionaries in class to aid learning.
- Teachers will review tasks and pupil progress with the EAL Coordinator and monitor these arrangements at regular intervals (each half term).

- Where an EAL pupil is also a SEN pupil the general learning difficulties will be referred to in the PPS.

The Role of the EAL Coordinator

- The EAL Coordinator will liaise with outside agencies on issues of placement, assessment, and teaching strategies.
- The EAL Coordinator will support staff with the teaching of EAL students.
- The EAL Coordinator is responsible for ensuring that EAL data collection procedures are carried out.
- The EAL Coordinator will monitor EAL provision across the curriculum.
- The EAL Coordinator will keep up to date with all relevant training and research/publications relating to EAL and Ethnic Minority Achievement.

Resources

Class teachers source resources with support for the EAL Coordinator

- 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:
 - Literacy boards
 - Bi lingual Dictionaries
 - Use of reading pens

Staff development

In-service training needs related to English as an additional language teaching will be identified by SLT in consultation with specialist staff and will be incorporated into the School Improvement Plan. Those staff involved in directly teaching specialist English (intensive) lessons which are in addition to regular English lessons taught to all pupils, will have particular training and/or professional development needs. These teachers are likely to be delivering withdrawal lessons, one to one or in small groups, to focus specifically on vocabulary, grammar, comprehension and language development.

Success Criteria for this Policy:

- Pupils feel confident and happy.

- Pupils (other than those recently arrives) achieve on a level with 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 and feel involved in the learning community.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population.

Monitoring this Policy

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

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