

Mill Lane Primary School



EAL Policy

Written by J Stanyard and F Ranson: October 2016

Ratified:

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Mill Lane is a primary school within Stockton-on-Tees, with approximately 239 pupils on roll. 54.4% of those pupils have English as an Additional Language (EAL). In total, over 30 languages are spoken in our school, including English.

Who are our learners?

Our Learners with EAL come from a wide variety of backgrounds. The pupil could be one who is:

- Born in Britain, but who has not started learning English until he/she started school.
- Brought up as bilingual (or multilingual) and is fluent in 'mother tongue' and English. Some may be bi-literate.
- A New Arrival (NA) to this country, who may have learnt some English as a foreign language prior to admission.
- A NA with little knowledge of English, but is literate in mother tongue.
- A NA with no previous experience of English and no or very little basic knowledge of literacy skills in mother tongue.

PRINCIPLES

The school recognises that:

- The EAL learner has distinctive needs which involve language learning alongside content learning.
- Provision for the learner with EAL, is integrated into all subject areas.
- All pupils are entitled to education and access to a broad and balanced curriculum.
- Pupils learn best when they feel secure and valued, whatever their home language, culture or religion.
- Newly arrived pupils, particularly those who arrive outside normal admission times, need additional support both educationally, emotionally and socially.
- Parents need help to access information about the school curriculum and processes of learning.
- Successful provision for EAL needs to take place in a school context which effectively addresses race equality issues. Thus, the school has a duty to promote race equality in line with the requirements of the Race Relations Amendment Act (2000) and Equality Act (2010).

This policy focuses on meeting the needs of all pupils with EAL. It will consider provision for New Arrivals (NAs): those who are at beginner stages of English Language Acquisition. However it will also consider provision and needs of Advanced Bilingual Learners. An Advanced Bilingual Learner has gone beyond the initial stages of acquiring English. An Advanced Learner may appear to be appropriately fluent for their age in everyday social situations, but the demands of cognitive and academic language have not yet been mastered.

ROLES AND RESPONSIBILITIES

Whole staff:

Teachers, teaching assistants, governors and support staff all have a responsibility to welcome and support all EAL learners, including new arrivals. All staff have a duty to identify and remove barriers. Senior leaders are responsible for ensuring attainment and progress is routinely and robustly monitored and evaluated and findings actioned appropriately.

All staff are aware of their duties to promote Race equality and their responsibility to report racist incidents.

Each member of staff undergoes an induction when they start work at Mill Lane. During this, their roles and responsibilities are explained in detail.

Role of designated EAL Leader [Incorporating the roles of: Leader for minority ethnic pupils, Inclusion manager and EMA Lead (Ethnic Minority Achievement Lead)]:

- Ensuring that induction procedures are robust and effective.
- Responsible for co-ordinating, monitoring and maintaining an overview of EAL pupils, including newly arrived pupils.
- Liaising with outside agencies.
- Developing, implementing and reviewing a whole school action policy to support the development of EAL provision in school.
- Identifying priorities in relation to EAL within the school.
- Developing, implementing and reviewing a whole school action plan to support the development of EAL provision in school.
- Liaising with staff team to support implementation of action plan.
- Disseminating best practice.
- Capacity build staff, as required, to make effective EAL provision.

EYFS Team:

- Gather as much information re EAL pupils before entry to Nursery
- Complete forms ensuring details of all languages are recorded.
- Have knowledge of a selection of different words in the EAL child's first language.
- Use of child to act as translators to support transition into school
- Home visits so that child can become familiar with staff.
- Staff try to use first language stories during the initial settling period.

Class teacher:

- Monitoring/evaluation of EAL pupil progress: including effectiveness of intervention.
- To complete half term assessments on EAL pupils using NASSEA framework.
- To complete baseline initial assessment for NA.
- To produce targets for EAL children.
- To enable information on DFE proficiency levels to be uploaded onto SIMS. (See Appendix 2)
- To allow EAL pupils, including those NA to have access to the National Curriculum.

Teaching Assistants:

- To liaise with class teachers to support children with EAL in order to access the National Curriculum or provide specific and time-limited targeted support to address identified personalised learning needs.

Lunchtime Supervisors:

- Lunchtime supervisors have an important role in ensuring newly arrived pupils' needs are met during the lunch break and are aware of the needs of children with EAL.

Local Authority:

The local authority can support our school in capacity building effective EAL provision, including New Arrivals' induction via whole school or targeted professional development. They can also signpost schools to translation services where required.

NEW ARRIVALS

As a school we aim to meet the needs of pupils who have arrived in school as a result of **international migration**. However, this policy may be more widely applicable to a number of groups who arrived in school outside standard admission times.

New arrivals may be described as:

- **International migrants**- including refugees, asylum seekers and economic migrants from overseas.
- **Internal migrants** - including pupils joining the school as a result of moving home within the UK. This would include Gypsy Roma and Traveller pupils.
- **Individual movers** - pupils who move without their family, for example, looked after children and unaccompanied asylum seeking children.

AIMS

- To provide newly arrived pupils with a safe welcoming environment where they are accepted, valued and encouraged to participate.
- To gather accurate information about pupils' background and educational experiences.
- To ensure that the knowledge, experience and skills that newly arrived pupils bring are acknowledged and seen as an asset upon which to build.
- To ensure that parents/ carers understand the new educational system of which their child is now part.
- To develop strategies to encourage new pupils to be included as part of the school.
- To ensure that pupils can see their languages, culture and identity reflected in the classrooms and the wider school and through an inclusive curriculum.
- To raise the attainment and accelerate progress of newly arrived pupils predominantly via effective quality first provision.

ADMISSION

Whether children are entering into our EYFS or are a new arrival into school in older year groups the school will:

- Arrange a meeting with parents/carers to gather a range of information (e.g. languages used in the home, previous schooling, and exposure to English).
- Invite an interpreter to attend if parents/carers do not speak English, who could be a contact from the community (where appropriate).
- Ask parents/carers to bring in any reports, school text and exercise books from the pupil's previous school if possible.
- Give introductory information to parents/carers about the school including:
 - Information about the English school system
 - A plan of the school
 - An outline of the school day
 - The homework system and how to support their child at home calendar of term dates.
 - Who to contact to get information about their child's work and progress and if they have any concerns.
 - Uniform or dress requirements with a labelled diagram and suppliers.
 - Lunch arrangements and a sample lunch menu including information of benefits such as free school meals.

(All of the above should be as visual as possible and translated if necessary/possible).

- After School activities.
- Share background details with school staff, as appropriate.
- Establish a Language Ambassador system.

- Ensure that pupils are placed in a set where they will be cognitively challenged and are able to access good models of English.
- Talk to the class about the new child's county of origin. Help other pupils to understand that the EAL pupil needs help with English, but has a complete language of their own which they could learn.
- Display examples of the pupil's language and pictures of home country in school to welcome the pupil and families.
- Personalised curriculum will be developed based upon the pupil's aspirations and needs.

More information can be seen in Appendix 1

ASSESSMENT AND LEARNING

- The school will use the EAL Assessment Framework from NASSEA (North Association of Support Services for Equality and Achievement)
- This information will be shared to support monitoring and evaluation of progress and attainment via the school's Pupil Progress Meeting.
- The school recognises that the provision of an inclusive and supportive environment is more effective than formal language teaching for the rapid progress of pupils new to English.
- It recognises that it is common for pupils to be silent for up to one year, and that this is an important learning process, in which previous experiences will be related to new contexts.
- Pupils will be encouraged to use their home language where possible and pupils literate in their first language will be encouraged to use it where appropriate.
- Information provided by parents/carers in relation to prior attainment will be incorporated into the initial assessment and shared with the pupil's teachers (including G&T).
- Ensure that 'setting' reflects the child's potential cognitive ability and not their stage in language acquisition.
- Personalised curriculum approaches to support language acquisition are incorporated into school's provision, where they will benefit EAL New Arrivals.
- Teaching staff are alert to first language influence and the possible need to explicitly teach language features which may not exist in first language.
- Our school will ensure that any disapplication criteria is annually updated to allow for fair assessment.
- Year 6 New Arrivals will receive an enhanced transition, thus ensuring setting in KS3 reflects cognitive potential/ ability. Staff will liaise with secondary colleagues to ensure that potential setting takes into account the progress made and stage of arrival not current academic attainment.

FAMILY AND COMMUNITY LINKS

- The school's commitment to inclusion and to Community Cohesion means it recognises its responsibility to include new arrivals' families in all aspects of school life.
- Parents/carers will be made to feel welcome and have a positive role to play, whether as governors or supporting learning at home or in school.
- Consideration will be given to the parents/carers' level of English in all communications. For instance letters could be emailed to parents to allow for them to access Google on line translation etc.

- The school will ensure that parents/carers are kept fully informed of the pupil's progress, attainment and next steps in learning.

MONITORING AND EVALUATION

- Newly arrived pupils' attainment and progress will be closely monitored by the EAL Lead, class teacher and Head Teacher using the EAL Assessment Framework from NASSEA.
- Monitoring will also include consideration for developing, where appropriate, wider outcomes including pupils':
 - Well-being,
 - Attendance,
 - Behaviour,
 - Freedom from Bullying,
 - Positive relationships,
 - Increased participation.
- Review meetings with parents/ carers, involved staff and will be arranged.
- The newly arrived pupil's views will be sought, alongside those of the parent/ carers, where appropriate, to inform school evaluation of support and impact.

ADVANCED EAL LEARNERS

Advanced bilingual learners are those children beyond the initial stages of acquiring English as an additional language. These children, (who may or may not have been born in Britain), may have achieved age-appropriate social fluency and this may mask their underlying need for the development of academic and cognitive language to ensure academic success.

There is growing evidence nationally that advanced bilingual learners do not achieve their potential in literacy based subjects. Our school will closely monitor the attainment and progress of all EAL pupils to ensure that language acquisition is supported from initial stages to later stages.

Using NASSEA EAL Assessment framework and regular reference to DFE Proficiency skills for English Language Acquisition will ensure that teaching staff are aware of linguistic needs for all EAL students including advanced learners.

ASSESSMENT AND LEARNING

- The staff in school are aware of the needs of advanced bilingual learners and their role in supporting language development.
- Staff incorporate a range of strategies and approaches which support English language learners at each stage of language acquisition.
- The school uses attainment data and other assessment materials for diagnosis of need, targeting support and monitoring progress of individuals and groups.

SEND

Children who are EAL but have additional SEND requirements will be assessed appropriately to ensure that their bespoke needs are met through the curriculum and ethos of Mill Lane.

Equally children who are gifted and talented will be identified and provision made to accommodate their needs.

Appendix 1:

Getting ready for an International New Arrival in Your classroom.

Action	Achieved	Next steps?
Read emailed EAL admissions form. Make yourself aware of language spoken and pupil's background. Practise key words.		
Discuss the new student's arrival with class beforehand and practise pronouncing his/her name correctly.		
Identify 'language ambassadors' and 'playground friends' who will try to support pupil for the first few weeks.		
Spend time with 'language ambassadors' and 'playground friends' to identify ways in which they can support newly arrived pupil.		
Class learn to say 'welcome' and 'hello' in the appropriate language. http://www.newburypark.redbridge.sch.uk/langofmonth/		
If possible try to display a map of the country of origin, photos, and basic information in the classroom...or provide 'country information pack' to buddies beforehand. Use Newbury Park language of the month website to help support this.		
Prepare pictorial timetable for the first 2 weeks to enable child to see what is happening and when.		
Complete the pupil's initial English Language Assessment and share with relevant colleagues.		
Place pupils in a higher ability group with articulate peers to provide a good model of spoken English.		
Organise a time table which ensures precision interventions for English Acquisition, whilst ensuring full access to the curriculum.		

Appendix 2

Code	Description
A	New to English The pupil may: Use first language for learning and other purposes Remain completely silent in the classroom Be copying/repeating some words or phrases Understand some everyday expressions in English but may have minimal or no literacy in English Needs a considerable amount of EAL support.
B	Early acquisition The pupil may: Follow day-to-day social communication in English and participate in learning activities with support Begin to use spoken English for social purposes Understand simple instructions and can follow narrative/accounts with visual support Have developed some skills in reading and writing Have become familiar with some subject specific vocabulary Still needs a significant amount of EAL support to access curriculum.
C	Developing competence The pupil may: Participate in learning activities with increasing independence

	<p>Be able to express self orally in English, but structural inaccuracies are still apparent</p> <p>Be able to follow abstract concepts and more complex written English</p> <p>Literacy will require ongoing support, particularly for understanding text and writing.</p> <p>Requires ongoing EAL support to access curriculum fully.</p>
D	<p>Competent</p> <p>Oral English developing well, enabling successful engagement in activities across the curriculum</p> <p>Can read and understand a wide variety of texts</p> <p>Written English may lack complexity and contain occasional evidence of errors in structure</p> <p>Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary</p> <p>Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
E	<p>Fluent</p> <p>Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.</p> <p>Operates without EAL support across the curriculum.</p>
N	Not yet assessed