EAL Policy

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Loving Learning,
Striving for Success,
Achieving Everyday

Context of our School

- We currently have 630 children on roll.
- At least 59 languages are spoken at our school.
- 69 % of pupils have a home language in addition to English.
- 47 pupils have entered our school as mid phase admissions since September 2016 (one term).

  Although this data was collected for the academic year 2014-2015, it reflects the general demographic of the school.

Aims

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively and parents/carers are supported to become involved in their child's learning.
- Provide support to pupils with EAL needs to ensure they are able to access the school curriculum and make progress. This includes withdrawal of children from class for intervention groups.
- Develop personal induction programs for new arrivals including catch up sessions as necessary.
- Support children at different levels of acquiring English, both beginners and more advanced learners.
- Plan and teach lessons using learning styles most appropriate for EAL learners.
- Provide an inclusive curriculum.
- Promote home languages in the school and classrooms and use these to aid pupils' learning.
- Raise whole school awareness of pupils and families' cultural and linguistic backgrounds.
- Monitor pupils' progress regularly using 'A Language in Common 2000.'
- Assess pupils and set targets based on these assessments.
- Celebrate pupils' achievements.
- Develop a bank of resources to support teaching and learning.
- Develop support for parents including parent groups and classes

What is EAL?

EAL refers to English as an Additional Language. When a pupil speaks a home language other than English they are classed as EAL. Some EAL learners may be new to English when they join the school whereas others will be at different, more advanced stages of acquiring English.

Mid Phase Admissions

When classes are not completely full, or if a pupil leaves, it is likely that classes will receive additional pupils throughout the year. These mid phase admission pupils may or may not require EAL support. Please refer to separate policy *Mid Phase Joiners*. (see appendix 1)

Planning and Teaching for pupils with EAL needs

Teachers and EAL staff plan and teach lessons taking into account strategies to support EAL learners. In class and in intervention groups where appropriate, pupils are supported to access the curriculum through a range of strategies. Pupils learn independently, as a whole class, in pairs and in groups. Teachers promote an inclusive environment in class, using learning aids such as substitution tables, visuals, talk partners, games and real objects. Pupils are encouraged to share languages with their peers and enjoy learning new words in a different language. This helps with pupils' learning and develops awareness of different languages and cultures.

The EAL team is committed to developing their own expertise through external agencies and disseminating information and support to staff through staff training. The EAL department also support staff with the use of available resources and advice on planning using inclusive strategies. (see appendix 3)

Monitoring and Assessment

EAL learners who are mid phase admissions are assessed by a member of the EAL team within the first two weeks to decide on the level of support

required. (see appendix 2) They are continually monitored against this initial assessment until they reach age related expectations. All EAL children are assessed by class teachers twice a year, in the Autumn and Summer terms, using 'A Language in Common 2000.'

The EAL department is responsible for ensuring pupils are given appropriate support in and outside the classroom environment to ensure that they learn exceptionally well. They regularly monitor the impact of this support by looking at teachers' plans, book scrutiny and formative assessment. The EAL team is responsible for giving feedback to class teachers, senior management and governors on the progress of EAL learners.

If a pupil is making insufficient progress, the EAL co-ordinator liaises with the school SENCO. Provision is made for an assessment in the pupil's home language to establish whether or not the pupil has learning difficulties.

Appendix 1

Mid Phase Joiners

Throughout the year it may be likely that classes will receive additional pupils. This happens when classes are not completely full, or if a pupil leaves the school. In order to ensure that new pupils join the school with the minimum disruption, please follow the guidance below.

Stage	Action	✓
School notified of new admission	CL contacts relevant member of staff	
Pre- admission action		
	A member of the admissions team contacts parent to arrange an admission meeting and an appropriate start date. *The meeting must take place in a private room as sensitive information may be disclosed by the parent.* The admissions team member establishes whether translator required for the meeting and organises. NI to be notified if a translator is required.	
	Parent informed that they need to bring the following documentation to the meeting:	
	Passport/ Birth Certificate	
	Proof of address	
	Previous school reports	
	Information about the child's levels	
	Special Needs Information	
	Medical information. *If a pupil is likely to need a care plan (e.g. history of seizures, anaphylactic reaction, severe asthma) advise*	

	the parent that a care plan will need to be drawn up by the school nurse before the pupil can be admitted. Do not give a start date at this stage. Advise the SENCO immediately for further information. Emergency contact details Any work/books from previous school to show. Details of who should and should not collect the child from school. Is there anything else that the parent would like to tell us about family circumstances etc.?	
Admission meeting with a member of the EAL team, parent, child and translator if necessary.	A member of the admissions team to take pupil and parent on tour of school, explains where to drop off/collect pupil and introduces the new class teacher and Head Teacher where possible.	
	A member of the admissions team gives information about school uniform, PE kit and school meals.	
	A member of the admissions team completes admission form with parent and copies for class teacher, CL, SENCO (RLK), FSW(KH) and Safeguarding Officer (EOR)as necessary. Pupil profile- copy to be given to class teacher and kept in MPA file.	
	A member of the admissions team discusses School Prospectus and Home/School Agreement and gets Home/School	

	Agreement signed.	
	A member of the admissions team completes a language collection form.	
	The admissions team gathers as much information as possible about the pupil to establish as full a picture as possible.	
Pre-admission action	Once more is known about the child, the admissions team (in consultation with the Year Group Leader if necessary,) decides on placement of pupil considering boy/girl, SEN mix, first language etc.	
	CL contacts previous school for UPN number and records.	
	A member of the admissions team informs class teacher of the new pupil's name and intended start date.	
	Classroom teacher completes check list organises labels for exercise books, prepares classroom resources e.g. tray/peg label, requests pupil username and password from the School Based Technician via the ICT maintenance log.	
	A member of the admissions team /class teacher ensures the following in place before the pupil's start date:	
	Pupil Profile folder set up (to be stored in the class filing cabinet)	
	Literacy set	
	Mathematics set	
	Seating arrangement in the classroom	

	Two buddies to support the joiner Strategies to support the pupil's EAL development in the classroom Other school adults consulted if necessary e.g. FSW, SENCO, Safeguarding team Admissions team to chase up records from the previous school if they have not arrived	
Pupil's first day in school	A member of the admissions team greets parent and pupil at the reception, takes the child to the classroom and introduces the child to the buddies. Survival fans given to children with no or very limited English.	
Post admission	To be completed in first 2 weeks GG/NW – EAL assessment RWI TA -Phonics Assessment Class teacher – Maths assessment on Target Tracker MB - Check all assessment has been completed Assessment may be informed by the assessment from the previous school, pre-admission assessments and teacher assessment in the classroom.	

COLEGRAVE EALTEAM

PRIMARY LANGUAGE RECORD

<u>Pupil Profile</u>

Start date:_____ **Class**: _____

First name: _____ **Surname:** _____

d.o.b [   ] **boy/girl** **position in family** [   ] **summer born** [   ]

Address
....
....

Telephone number
....

Languages understood		Languages read	
Languages spoken		Languages written	
Religion		<u>Community</u> <u>Language</u> <u>classes</u>	
Dietary requirements	Packed Lunch/School Dinner	in school out of school	

<u>Background Information</u> e.g. length of time in school (if relevant), country of origin if new arrival etc.

_____

_____

_____

_____

Previous school/s name_____

Previous school/s documents

_____

Special Needs

Is the pupil on the SEN Register? Yes ☐   No ☐

Add information on hearing/sight/speech therapy etc. that could affect the child's language/literacy

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EAL support required: Class Teacher (in class) /   Intervention (EAL team)

Supporting New Arrivals

Check list for teachers

☐ Read primary language record and other child related documents

☐ Pair with a responsible, caring child who will act as a good role model (buddy)

☐ Survival language fan

☐ Sit with a group – not alone

☐ Allocate jobs that are non-verbal

☐ If literate in L1 borrow dual language books from EAL hub

☐ Encourage the use of first language

☐ Have children answer the register in different language

☐ Complete initial maths assessment and put on Target Tracker (first two weeks)

- [ ] Set up pupil profile folder, book labels and tray labels

- [ ] Use simple language with gestures