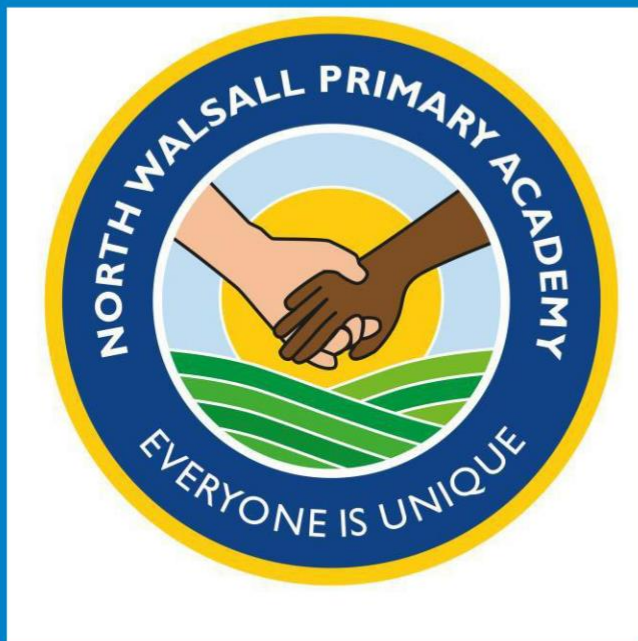


Academy  
Transformation  
Trust



# EAL Procedures 2019-2020

Improving Education Together.

## Aims

In order to raise the achievement of our minority ethnic pupils, we aim to Provide;

- Equality of educational opportunity for all.
- Support for children for whom English is an additional language and for those who are at particular risk of under-achieving.
- Communication and help for parents in supporting their children
- Communication with pupils on their progress and targets for improvement.
- Opportunities, where appropriate, to use a child's knowledge of their home language to support learning across the curriculum.
- A stimulating working environment and a broad curriculum which will motivate learning.

## Key Principles of Additional Language Acquisition

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 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.
- 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 National Curriculum.
- The school applies the three principles of inclusion as identified in the National Curriculum Handbook.
- A clear 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 language and literacy in a home language.
- All languages, dialects, accents and cultures are equally valued.

## Management

- Children are identified and targeted for support through teacher assessment and results from 'in school' and national tests;

- Extra adult support for minority ethnic children is provided by the classroom staff, the SENCO or the pastoral team, depending on the needs of the children;
- The curriculum is reviewed regularly by the class teachers and the SENCO, to ensure that the needs of individual pupils are being met.
- The achievement of minority ethnic pupils is monitored by the Head teacher, class teachers, and SENCO (when appropriate).
- Resources, projects and displays in the school reflect and celebrate the multi- cultural backgrounds of the pupils.
- Class teachers support parents/guardians by setting regular homework and providing opportunities to discuss children's progress and needs.
- All efforts are made to ensure we establish effective communications between staff and parents before and during the child's learning experience with us.

#### The Role of the EAL Coordinator

- To work with the Head teacher and staff in carefully monitoring the achievement of minority ethnic pupils to ensure no children from minority ethnic groups are at risk of underachievement.
- Liaise with SENCO to ensure those minority ethnic children who have Special Educational Needs (SEN) are effectively catered for.
- To facilitate staff in undertaking appropriate professional development to meet the needs of minority ethnic pupils.
- To provide strategies for class teachers on supporting minority ethnic pupils.
- To promote our diversity development and global links.
- To keep up-to date with new initiatives and resources.
- To seek support from outside agencies, where necessary.

#### The Role of the Class Teacher

- To provide activities and tasks that are appropriate to the needs of EAL pupils enabling these children to make good progress.
- To approach the EAL Co-coordinator/ team for additional support and resources when needed.
- To ensure effective communications are open between parent and themselves.
- To ensure they allow children to use their home language to support their learning of English across the curriculum (where appropriate).
- To effectively plan for, monitor and assess children who are learning EAL, with the use of an interpreter, additional resources, their home language, where appropriate.
- To use a range of teaching and learning styles and strategies to ensure all children are included in learning.

### **Teaching Strategies**

Staff use a range of support strategies to ensure curriculum access. These include:

- Collaborative group work.
- Enhanced opportunities for speaking and listening.
- Effective role models of speaking, reading and writing.
- Additional verbal support- repetition, alternative phrasing, peer support.
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- Writing frames, directed activities related to texts.
- Opportunities for role play.
- Pupils receive regular feedback from staff.
- Opportunities are taken to focus on the cultural knowledge explicit in texts.
- **Discussion is provided before and during reading and writing activities, using preferred language where appropriate.**
- Where possible, learning progression moves from concrete to abstract.
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

### **Special Educational Needs and Gifted and Talented Pupils**

We recognise that most pupils who are learning English as an additional language do not have special educational needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to school SEN provision. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English. In which case, they will also receive equal access to our school Able, Gifted and Talented (AG&T) provision.

### **Resources**

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility. Displays and resources reflect linguistic and cultural diversity. A range of up-to-date and stimulating resources are used to support pupils' linguistic development. Assessment materials use images and texts which are appropriate for all pupils.

### **Parents/Carers and the Wider Community**

We embrace and celebrate the diversity of our school and wider community. We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers. We take account of parent/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to:

- Ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters;
- Work closely with members of the wider community to support our children learning English as an additional language;
- Ensure all families are equally welcomed into our school community and have access to joining school committees and parental groups.

### **Review and Evaluation of Policy**

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets. The evaluation process will serve the basis for planning programmes of action and targeting time and support and resources.

This policy will be reviewed in September 2020