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Document purpose

This policy outlines the support given to newly arrived pupils who have English as an additional language. It will outline the support and management of these pupils while they learn English at Ramridge Primary School. It sets out a framework within which all staff, teaching and non-teaching, work.

Audience

This policy, having been presented to and agreed by the whole staff and Governing body, is distributed to:

- All teaching staff
- All non-teaching staff
- School Governors

Underlying principles

The rights of pupils identified as having English as an additional language are underpinned by several statutes:

- Race Relations (Amendment) Act (2000)
- School Admissions Code of Practice (2003)
- Community Cohesion Education Standards for All (as part of the Education and Inspectors Act, 2006)
- The Children’s Act (2004)
- Every Child Matters (2003)
- Education Act (2005)
- National Curriculum (2014)
- Equalities Act (2010)
- Working Together (2013)

The 2014 National Curriculum states in its aims that

“Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil’s age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.”

Within our school, there are several other policies which are relevant to the entitlement of pupils with English as an additional language. They are:

- Equalities policy
- Teaching and Learning policy
- Planning, Assessment, Recording and Reporting policy
- Display policy
- Admissions policy
- Safeguarding policy

Background information

An EAL child is a learner of English whose first language is not English. The term “First Language” is used to describe the language which these children were initially exposed to during early development and continues to use at home. For these children, no matter how proficient they may become, English will never be their first language. (School census preparation and guidance, DfES, 2007)

It takes on average five to seven years to become fully competent in a second language. Fluency in spoken English is usually achieved within two years but the ability to read and

understand more complex books and texts takes much longer. Pupils will need support with subject specific and academic language beyond the point where they are considered fluent.

Policy aims

The aim of the policy is to raise awareness of the school's obligations in regards to pupils with EAL and to support planning, teaching, assessment and evaluation procedures so that strategies and resources can be used to meet the needs of pupils with EAL thus helping to raise attainment. At Ramridge, we want our pupils to be in an environment where they feel valued and accepted. We also recognise the importance of valuing the home languages and cultures of the pupils of our school so they feel that they have a valuable contribution to make. The policy also aims to allow EAL pupils to access the curriculum and to achieve their academic potential to the best of their ability. This is to be achieved through supporting the EAL pupils in their acquisition of the English language so that they may speak English confidently, competently and fluently thus raising pupil attainment.

Meeting the needs of new arrivals

All new arrivals to English have the right to enjoy a welcoming and safe environment in school. They need to know they are valued and belong, even if their stay is short. They need to have their language(s) recognised as a positive part of their identity. It is essential that from the first point of contact, new arrivals and their parents should be made to feel welcome in the school.

When a place at school is requested, the school will follow its normal admission procedures via pupil induction. The prospective pupil(s) and their parent(s) / carer(s) will visit the school. During this visit information regarding the school's arrangements and procedures will be shared (using pictures and words) and the needs of the pupil will be established. For children who are joining the Early Years home visits are carried out. At these visits the child's home language(s) will be established.

The class teacher will be informed and is expected to prepare dual language resources in preparation for the pupil's arrival. These may include: classroom labels in the child's first language and English, other key vocabulary in the child's first language and English, key commands or timetabling commands in the child's first language and English. Resources such as the EAL survival fans may also be useful. (Resources can be found in the EAL cupboard, which is located in Pine classroom. Dual language resources can also be created using online. E.g. Widgit).

For new arrivals, the class teacher must complete the initial assessment (see appendix 1&2) within the pupil's first few weeks. The outcome of these assessments will be shared with the EAL coordinator and EAL teaching assistant. These assessments will inform the 'Proficiency in English' code attributed to each relevant pupil. Additional intervention will also be provided based on this information.

The assessment will also be used to direct the teaching assistant to the relevant resources to support the pupil's initial language acquisition. However, the majority of the pupil's language acquisition must come from the quality first teaching they receive alongside their peers (see roles and responsibilities of the class teacher). The pupil's progress must be reviewed and assessed by the class teacher as part of the school's assessment cycle.

Roles and responsibilities

All members of staff and Governors have a responsibility to support the pupils at Ramridge in their acquisition of English, ensuring that barriers are identified and removed, and attainment is monitored.

School environment

At Ramridge, we pride ourselves on having a vibrant school environment. We strive to reflect a range of cultures through our displays, in public areas and classrooms. We also reflect the languages spoken by the staff and pupils in our school through a range of displays and labels. Our library has a selection of dual language texts and stories from a range of cultures.

Class teacher

Class teachers are responsible for providing quality first teaching for all pupils in their class. Consideration and support must be given to those learners who are identified as EAL, even those who are deemed 'fluent', and tasks must be planned and differentiated appropriately to ensure progress is made, despite the issues caused by having English as an additional language.

Lessons have clear learning objectives and steps to success. The use of visual scaffolds such as; key vocabulary (may be in dual language); posters, pictures and photographs; objects are encouraged in all lessons. For new to English pupils, key prompts and instructions should also be in their first language. Planning should also include opportunities for speaking and listening and collaborative activities where the children have access to peer role models to aid language development. Scaffolding must be provided for language and learning, for example, giving a structure for the children to use in their writing or spoken responses (Resources can be found on the school server or in the EAL cupboard, which is located in Pine classroom).

Within the Early Years, the acquisition of English will be primarily achieved through social interactions and the language rich environment provided in these classes routinely. Key routines and commands should be supported by visual prompts.

Teachers can seek additional support and advice from the EAL coordinator or EAL teaching assistant if needed.

Teaching assistants

Teaching assistants play a vital role in supporting the teacher to meet the needs of EAL learners. In lessons, teaching assistants work as directed by the class teacher to support the needs of learners. They must make good use of the planning and resources provided by the teacher to support language development.

At times, teaching assistants may be required to support pupils who are newly arrived, both at the school and to England. For these pupils, the teaching assistant will play a vital role in ensuring the child's well-being as well as the early acquisition of key language.

Lunchtime supervisors

Lunchtime supervisors play a key role in ensuring the well-being of pupils during social times, encouraging participation in games and activities on the playground and ensuring newly arrived children understand the lunchtime procedures.

Coordinator

The coordinator is responsible for the following tasks:

- monitoring the number of pupils with EAL attending the school
- collecting data regarding the first languages of all EAL pupils, including the proficiency scores
- using data to inform priorities for action, in line with the School Improvement Plan
- monitoring the school environment
- evaluating planning with regard to meeting the language needs of EAL pupils
- evaluating planning with regard to reflecting the cultures and languages of the pupils of the school
- monitoring the practice of staff
- keeping up to date with relevant training and research
- planning, and delivering or arranging, CPD to enable staff to meet the needs of pupils
- providing further support and advice to staff as needed (e.g. planning or resources)
- monitoring the EAL teaching assistant
- identifying pupils in need of additional support and monitoring interventions
- report to governors and senior management
- modelling best practice and the values of this policy
- evaluating, updating and maintaining resources
- ensuring assessments of new arrivals are completed and shared, and monitor that they are updated throughout the year in line with the school's assessment policy