

GRANGE PRIMARY SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

RATIONALE/FUNDAMENTAL PRINCIPLES

All children and young people should be able to achieve their potential, whatever their ethnic or cultural background. Ours is an increasingly diverse society. The 2010 Census showed that one in four pupils comes from a minority ethnic background, and 16% of pupils had English as an additional language.

Grange Primary School ensures that ethnicity is not seen as a barrier to achievement or an excuse for underachievement. We have high expectations for every pupil, regardless of their ethnicity or home language, and use the best teaching strategies to enable these high expectations to be met.

About three quarters of primary schools have at least some minority ethnic pupils. The great majority of teachers across the country may now expect to work with minority ethnic pupils at some point in their career. All staff at Grange Primary School will seek to ensure that:

- A child with English as an additional language (EAL) will have their needs met.
- There is partnership with parents/carers in the education of their child.
- Any barriers to learning are removed to enable children with EAL to be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation stage and KS 1 and 2.

POLICY STATEMENT

- All individuals should have equal opportunities and be able to develop to their full potential.
- We will identify and tackle prejudices towards people from various ethnic backgrounds.
- We will raise and discuss issues of race, culture and language diversity within the school with both staff and pupils.
- All children will have access to every aspect of school life.
- We aim to provide a service which is genuinely responsive to the needs of parents and pupils.
- Parents will always be involved in discussions about their child. Effective assessment and provision will be secured where there is the greatest amount of partnership between parents, children and the school. The views of parents/carers will be valued and taken into account.
- We are committed to close collaboration and partnership with all staff and services involved in the education and well-being of children in our school.
- All pupils may, at some time, have difficulties, and staff should be aware of these transitory problems and provide for them accordingly.

- All staff are responsible for identifying any EAL needs that arise and ensuring this information is passed to the Inclusion Manager as soon as possible.
- Having identified children with particular EAL needs, all staff will follow the school policy and procedures.

HOW DO WE DEFINE EAL?

EAL stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

Advanced learner of EAL is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support to develop the cognitive and academic language necessary for educational success.

INFORMATION ABOUT THE SCHOOL'S PROVISION FOR CHILDREN WITH EAL

The Inclusion Manager (IM) is: Miss R. Eva

The link governor for inclusion is: Ms D. Jung

Provision for pupils with EAL is a matter for the school as a whole. The headteacher and senior managers must lead an effective strategy that is applied across the whole school in order to raise standards and aspirations. The headteacher, governors and IM must therefore understand the issues around EAL learners' achievement, to lead a concerted drive to narrow achievement gaps.

THE ROLE OF THE GOVERNING BODY

Grange primary school's governing body must 'use their best endeavours' to see that appropriate provision is made for any pupil with EAL.

Our governing body will:

- do its best to ensure that the necessary provision is made for any pupil who has EAL.
- ensure that all teachers are aware of the importance of identifying and providing for all children with EAL, at the various stages of learning English.
- consult with the local authority and governing bodies of other schools, to stimulate collaboration within and between schools in regard to EAL provision. Including attending any relevant training, and feeding back to the headteacher and IM.
- ensure that pupils with EAL join in all activities of the school.
- in co-operation with the headteacher, establish the appropriate staffing and funding arrangements for children with EAL.
- report to parents on the implementation of the school's policy for pupils with EAL.

- aim to ensure the governing body is represented by members of various ethnic origins, if possible.

THE ROLE OF THE HEADTEACHER

The head teacher will:

- keep the governing body fully informed regarding the provision and teaching of EAL children within the school.
- work closely with the IM to ensure the school offers the best possible provision for children with EAL. This includes discussing any new initiatives, strategies or training that will be beneficial to the teaching and learning of pupils with EAL.
- in co-operation with the governing body, establish the appropriate staffing and funding arrangements for children with EAL.
- if requested, meet with parents/carers or outside agencies regarding a child's needs, progress, education etc.

THE ROLE OF THE INCLUSION MANAGER

The Inclusion Manager will:

- liaise with parents/carers and other professionals about children with EAL.
- advise and support class teachers and other practitioners in the school.
- ensure that appropriate targets are in place.
- ensure baseline assessments are undertaken with all new EAL children, and assessments are collected regularly to ensure individual progress is made.
- ensure that appropriate records are kept regarding the number of children with EAL, and the languages spoken, across the school.
- ensure that parents/carers are involved in discussions and decisions about any action taken to help their child.
- give pupils opportunities to share their views and feelings about their education.
- in consultation with the Senior Management Team, deploy and timetable additional adult support either in the classroom, or through interventions, where necessary.
- ensure staff are provided with opportunities to attend relevant, regular training where possible.

ALLOCATION OF RESOURCES TO AND AMONGST CHILDREN WITH EAL

Money will be allocated from the budget to support the learning of children with EAL. This money will be used in a variety of ways to support teaching and learning. This may include teachers attending training, buying specific resources for EAL pupils, purchasing bilingual books.

We provide resources to meet the individual needs of all children; this may involve the sharing of resources by classes as the need arises. EAL resources will be bought as needed, however, on occasions staff members will be requested to create their own resources with guidance from class teachers or the IM, such as visual aids or writing templates etc.

Teaching assistants will be used appropriately to support classroom work or deliver interventions, to endeavour to provide individualised support for EAL children.

ACCESS TO THE CURRICULUM

Every pupil's ability to succeed depends largely on the extent of the quality of teaching they receive. All children will be given access to the curriculum. This will be evident through planning and the differentiated work offered to the children (please see the curriculum planning document). Raising the achievement of EAL pupils is the responsibility of every teacher. The class teacher is required to ensure planning and classroom activities are differentiated fully to meet the needs of every child within their class. The IM will monitor planning regularly, and provide guidance and assistance if required or requested. Planning should be evaluated daily to identify how lessons can be improved or developed. Class teachers will consult the IM if they feel specialised/specific resources are required to support EAL children's access to the curriculum, and their learning.

Access to the curriculum will be evident through careful monitoring by the classroom teacher. This will include observation and evaluation of the children's work to assess progress, talking to the children to ascertain their understanding as well as appropriate record keeping (please see the assessment, recording and reporting policy). Teachers will use assessment, diagnosis and data to maximise learner's progress. They will use this information to set appropriate benchmarks, identify underperformance, develop targets, and set priorities for improvement.

Support staff will work sensitively with children with a view to increasing their independence.

THE SCHOOL'S ARRANGEMENTS FOR EAL INSET TRAINING

The school is committed to facilitating attendance at INSET for all staff, as required. The IM will attend training, where possible, and will lead whole school training to disseminate the knowledge and the expertise gained.

The staff will share their expertise with their colleagues by observation, discussion and meetings.

PARTNERSHIP WITH THE PARENTS/CARERS

We have developed a good working relationship with our parents/carers. It is recognised that parents/carers know their children best and their views and contributions are valued. Parents/carers may always approach the school when they have a concern, and request to speak to their class teacher or the inclusion team. Should there be a language barrier with parents/carers, a translator will be requested for meetings.

Grange Primary School feels that fostering effective relationships with parents/carers will aid in developing children's respect for diversity. Parents/carers are invited in to

the school whenever possible, including parent/carer groups. Teachers are encouraged to involve parents/carers in celebrations of diversity, such as through writing multilingual signs for displays, reading books in their home language, inviting them in to speak to the class/school on religious special occasions e.g. Diwali, Eid, Christmas.

Grange Primary School ensures that parents/carers uphold the highest expectations for their children's educational careers. We believe that achievement should not be dependent on home language or ethnicity. Teachers have the highest expectations of all pupils in their class, regardless of EAL status, and we anticipate parents/carers to share this view. Unless we expect more from young people, whatever their ethnic background, they will expect too little of themselves.

EAL AND SEN

EAL is not the same as SEN - A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he/she will be taught. A lack of competence in English must not be equated with learning difficulties (SEN).

However, Grange Primary staff are aware that EAL children may present with a SEN, which will require particular care in assessing. EAL children's progress is monitored regularly through formative and summative assessment. If a child who has EAL is making slow progress it should not be assumed that this is due to their language status, it may be due to learning difficulties. If a teacher is concerned about a child's progress they should discuss this with the IM as soon as possible. Whenever possible an assessment will be undertaken in the child's home language, and advice from local sources will be gained.

RACISM/PREJUDICE

We believe that all children, regardless of language, race or ethnicity, are entitled to be taught in a safe, caring and happy environment. Mutual respect should work together with a clear approach to racism and bad behaviour to create a school where pupils can achieve their potential. At Grange Primary School we celebrate diversity, and encourage the children to discuss their cultural and ethnic backgrounds openly and proudly. We teach children about British Values, equal opportunities for all and encourage them to question prejudices they may encounter. We have a 'zero tolerance' attitude towards prejudice behaviours or racial bullying (please see the behaviour policy).

CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL'S EAL POLICY

The Senior Management team will monitor the policy using the following performance indicators:

1. Knowledge of the child is shared and used to support and inform suitable strategies to address the child's needs. Appropriate targets are created for these children, if necessary. The Senior Leadership Team monitors planning regularly.
2. The system should work to meet the needs of all the children. Children should be involved in the process. Children should know their targets and how to meet these.

3. The teacher feels better informed about the child and feels confident using the system. This is evident through meetings between the IM and class teachers. Monitoring shows the teacher's awareness of individual needs.
4. A system is in place to ensure that the evidence produced is transferred to the next teacher/school, allowing continuity of approach.

ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT EAL PROVISION WITHIN THE SCHOOL

Please see the school policy for dealing with complaints. In the first instance, concerns about EAL provision should be directed to the IM, inclusion governor or a member of the senior leadership team who will respond by meeting with the parent/carer to discuss the situation.

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