



## **PLEASANT STREET PRIMRY SCHOOL - EAL POLICY**

***EAL CO-ORDINATOR: Blanca Grindley***

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This policy supports the following rights, taken from the United Nations Convention on the Rights of the Child (UNCRC):

**Article 2:** The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

**Article 3:** The best interests of the child must be a top priority in all actions concerning children.

**Article 7:** Every child has the right to a legal name and nationality, as well as the right to know and as far as possible, be cared for by their parents.

**Article 12:** Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

**Article 14:** Every child has the right to practice their religion, as long as they are not stopping other people from enjoying their rights.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

**Article 30:** Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

### **Introduction/Mission Statement:**

At Pleasant Street Primary School we celebrate and identify multilingualism as strength and as a valuable contribution to our community. We also highlight the importance of home language and we encourage parents to support and develop the acquisition of their mother tongue at home.

In our school we acknowledge the importance of safety and well-being of our children in order to provide the best learning environment.

We encourage our EAL children to achieve the highest possible standards by taking account of each child's individual life experiences and needs.

We take a whole school approach, including ethos, curriculum, educating against racism and promoting language awareness.

Pleasant Street is a School Of Sanctuary and therefore a safe and welcoming place for every child and family, regardless of their faith, ethnic group, culture and/or background.

### **Aims and Objectives:**

The National Curriculum ensures there is an entitlement for all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school. The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act (1976).

1. To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.
2. To support access the National Curriculum, by improving children's fluency and providing bilingual support when appropriate.
3. To integrate new children in to the school in order to ensure that they gain access to the curriculum and academic achievement.
4. To use school resources and staff effectively to raise the attainment for EAL children.
5. To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practice and extend their use of English.
6. To encourage and enable parental support in improving children's attainment.

### **Teaching and Curriculum Access:**

All children in Pleasant Street Primary School follow the curricular requirements of the Foundation stage and the National Curriculum. Children with English as an additional language do not produce separate work, but where appropriate work will be differentiated.

Teachers take actions to help children who are learning English as an additional language by various means:

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Displaying key vocabulary.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, video or audio materials, dictionaries, translators and readers.
- Using their first language where appropriate.
- Setting targets in literacy for targeted children.

To provide additional and in-class support for EAL children who are learning in the following categories:

- Pupils who are new to English or who are identified as requiring additional EAL support by their class teacher, are provided with support by EAL co-ordinator and/or TA. The aim of this support is to pre-teach key vocabulary in order for EAL pupils to be able to access lesson plans as the rest of pupils. The duration, time and frequency of these interventions will depend on the needs of the EAL pupil/group.
- Teacher assistant support in class which increases opportunities for modelling language structures and for conversations between adults and children.

All teaching staff have responsibility for:

- Modelling good use of English and using clear short sentences to facilitate listening and understanding.
- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English.
- Planning a clearly differentiated and identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving Speaking and Listening.

EAL Co-ordinator in collaboration with Teachers and Teaching Assistants, has responsibility for:

- Initial assessment of level of English language acquisition on admission to school, if child is identified as having English as an additional language.
- Assessing and tracking progress in Speaking and Listening.
- Carrying out half-termly progress assessment in collaboration with the class teacher using NASSEA EAL Assessment Framework.
- Parental engagement through targeted homework for children and to complete at home.
- Pre-teaching of Topic key vocabulary to facilitate access to lessons.

**EAL and Inclusion:**

- Our school follows a bespoke Newly Arrived Pupils programme for those EAL pupils arriving into our school. This enables the child to familiarise themselves with the school, the members of staff and accelerates the "settling in" process.
- In our school we value each child as a unique individual.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.
- All children access the requirements of the National Curriculum.
- We provide learning opportunities that enable all pupils to make good progress.
- We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.
- Individual children or small groups are supported by our EAL/English and Maths specialist through short interventions.
- In the Foundation Stage we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

**The Foundation Stage helps children learning English as an additional language by:**

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.
- Providing bilingual support to extend vocabulary and finding opportunities for children to hear their home languages, as well as English.
- Providing a variety of writing in the children's home languages, as well as in English.

**Assessment:**

Our school uses the NASSEA EAL Assessment Framework to measure English language competence for EAL children, linked to the National Curriculum. At the end of each half term a record of attainment and review of each identified child's progress is carried out in line with the agreed school procedures. At each review, new targets are identified for the pupil's Individual Learning Plan. These targets are carefully taken into consideration when planning for individual and small group sessions. We use the NASSEA Framework to identify next steps for the child.

**EAL and SEN:**

Pupils who have English as an additional language and Special Educational Needs are eligible for EAL and SEN support. The pupil's SEN needs will be monitored and reviewed by the Interventions Manager and SEN co-ordinator.

**Equalities Statement:**

At Pleasant Street Primary School we are committed to inclusion and the active promotion of equality of opportunity for all. Through our teaching and learning we plan and deliver a range of themes, topics and lessons that aim to actively promote inspirational role models from a range of vulnerable groups, including those who may have suffered discrimination and prejudice due to their age, nationality, race or faith. Inclusion and equality is promoted alongside general teaching within a subject area or topic in order to reflect pupils' own diverse backgrounds. Lessons learned within the curriculum are applied to the school community and the wider community.