WINGROVE PRIMARY SCHOOL

Policy Statement for

English as an Additional Language EAL

Subject leader: Lauren Appleby

Intent
Support systems for pupils with EAL are a vital part of our teaching delivery. We recognise that all teachers are EAL teachers. English language needs to be acquired and practised across all subjects. Without good support in the form of key visuals, key vocabulary and well differentiated work our pupils cannot gain the full access to the curriculum to which they are entitled.

- To provide children with full academic fluency and depth of language in all four language skills – speaking, listening, reading and writing.
- To give each child a broad, balanced and relevant curriculum.
- To work in partnership with parents, keeping them informed and encouraging their participation.

Admissions arrangements
Many of our pupils arrive mid-year. Admissions forms have been written in a format which takes into account cultural, linguistic and religious need. Admission support can be offered in the relevant language by a bilingual assistant if the family are not confident speakers of English.

Extended leave of absence
A key feature of Wingrove is the number of children who take extended holidays, often to visit poorly relations or attend family weddings or funerals. Families fill in a form at the office when such a trip is planned. All requests are refused by the Administrative Officer, however many still go anyway. The holiday request forms are copied to the class teacher and Inclusion manager. The class teacher may then give some work to be taken on holiday. A holiday pack is also available for long periods of absence, which encourages the child to find out more about their journey and the country they are visiting. When these children return they are re-assessed and re grouped as necessary.

Class teachers are the main resource for EAL, they offer support through differentiation of the curriculum by language and pertinent use of the timetabled additional support in the classroom.

Support for beginners and those at an early stage of English language acquisition
New admits with limited English in KS1 and KS2 are given induction support in the form of withdrawal groups overseen by designated bilingual EAL assistants. In Foundation stage it is more appropriate for those at early stages to stay in setting. For all early stage learners the support of peers is vital as pupils often learn more from their peers than their teachers at this stage of social language acquisition.

Home language
It is important, at all ages,that children are allowed to use their home language in the classroom. With beginners this may need to be with support from peers and bilingual adults, when available. All EAL learners have their concepts embedded in their first language, use of home language can facilitate access to English by transfer of knowledge from one language to the other. Use of home languages also gives value to those languages and the cultures represented by them. Encouraging answering

the register using a variety of polite greetings is a great way to show that all languages are important and have equal value.

We have a number of staff members who speak other languages such as:

- Punjabi
- Bengali
- Urdu
- Romanian
- Spanish
- Arabic

Assessment
Wingrove uses the proficiency scale LA system for the assessment of EAL. (See Appendix A for the timeline). This is backed up by individual pupil records which log first language, extended absences and other necessary information.

Many of our pupils are on National Curriculum levels but still do not have full academic fluency in English. These children are identified for support in the same way as those on the assessment stages across the school.

All pupils are assessed termly for EAL or stages.

Organisation of need and support
Teachers use the proficiency grid to set targets for the children.

Access to the curriculum
All children experience the full range of curriculum opportunities and teachers differentiate in class to ensure that all children gain access to the curriculum at their level. Every effort is made to group children according to their cognitive rather than English language ability.
All children have access to, and are encouraged to take part in, extra curricular activities and educational visits.

Display
We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. Every effort is made to ensure that displays value cultures included within and outside our school. Multi-lingual displays are used when possible.

Equal Opportunities
As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils with EAL. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Partnership with parents
Wingrove's policy is to have parents as partners and they are welcome to come into school to help and support, by prior arrangement.

Parents are kept informed about provision for their child and are encouraged to attend parent/teacher consultations to discuss their child's progress and offer their own valuable insights into the child's personality and learning.

Parents are encouraged to share their concerns with the school and can make appointments to see staff before or after the school day at a mutually convenient time.

Workshops are held regularly in order to facilitate understanding of school systems. Bilingual classroom assistants are used to translate and interpret when necessary. Parents are also encouraged to attend drop-ins, workshops and courses in our Parent and Community Room.

Inclusion
We actively seek to remove barriers to learning and participation that can hinder pupils with EAL. We do this through careful use of resources – human and equipment based – as well as through demonstrating a valuing ethos.

Links with other schools and agencies
We regularly receive students from local teacher training providers who come to see how we manage EAL in our school.
Links with a variety of external agencies are strong. We also make links with local mosques and community groups, as well as working with various adult education providers who offer support to our parents.