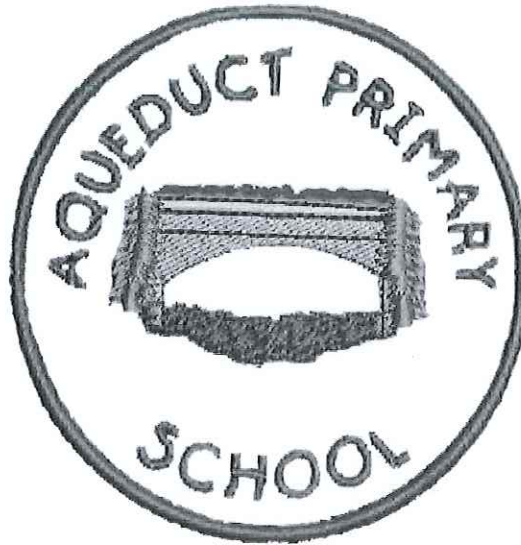


# Aqueduct Primary School

## English as an Additional Language (EAL) policy

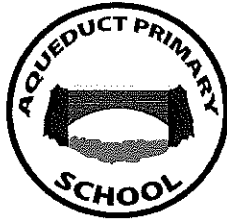


2016-2017

Written/Reviewed	May 2017
Discussed and Agreed by Governing Body	May 2017
Discussed and Agreed by All Staff	May 2017
Next Review Date	May 2018

Signed C-L Marsh Date 26/5/17

Signed T. Lockley Date 26.5.17



# Aqueduct Primary School

## EAL (English as an additional language) Policy

### Overview

Pupils at Aqueduct Primary that are identified as EAL pupils are children where English is an additional language. That is, pupils who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.

### Aims

Aqueduct Primary school is committed to meeting the needs of pupils with English as an Additional Language.

Whilst being clear that EAL is not SEND (special educational need or disability), the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to further support and/or intervention requirements.

Therefore we will endeavour at all times to:

- Ensure EAL students have full access to the curriculum (and other School opportunities).
- Be proactive in removing any barriers that stands in the way of our EAL students fulfilling their potential.
- Provide our EAL students - particularly those who are International New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

### Terminology

- **EAL** is an umbrella term that refers to any student learning and using English as an additional or second language.
- Within this, there is a more vulnerable group of students we term as '**International New Arrivals**' → abbreviated as **INA**. This refers specifically to students who have entered the UK within the past two years.
- There are also a number of terms that can be useful when describing the background of EAL students:

- 'first generation' - meaning they were born in another country and have since resettled in the UK with their family.
- 'second or third generation' - meaning they were born in the UK into a migrant or 'dual-heritage' family.
- 'migrant worker' - those who have moved for economic betterment.
- 'asylum seeker' / 'refugee' - those who have moved to escape famine, persecution and other tragic events.

### Context

During academic year 2016-17, 31% (12) of pupils at Aqueduct Primary School are identified as 'EAL' and speak a language other than English as their 'first' or 'common' language.

A variety of first languages, other than English, are spoken by students in our School, including Polish and Gujarati.

### Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public society. Aqueduct Primary School view the fulfilment of this amongst EAL students to be a fundamental part of our sense of mission.

- EAL students will take approximately 5 - 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL students have a temporary additional need which is primarily language acquisition - it is separate / distinct from typical additional needs but with crossover points. EAL students are not automatically SEND (pupils with a special educational need or disability), and should not be identified in this way.
- EAL students are not automatically 'lower ability' - and should not be identified in this way.
- EAL students will have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of EAL students

### Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our pupils' with EAL achievement and inclusion.

Currently the designated 'EAL Co-ordinator' is the SENDCO, Emma Plowman, who oversees development and day-to-day coordination of EAL provision.

Responsibilities of the designated 'EAL Coordinator' include:

- Identifying incoming EAL students, with support of the Staff Team.
- Bringing the presence and needs of current EAL students to the attention of colleagues.
- Responding to requests for information about EAL students.
- Ensuring that E.A.L. students are integrated into classes and have full access to the curriculum.
- Maintaining a register of EAL students.

### Approach to Teaching & Learning

- Every teacher will encounter pupils who do not use English as their first language. To be successful, we will have to nurture language development
- Every teacher will encounter pupils from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have coach pupils in how to learn
- Potentially, every teacher will encounter students who having moved countries - are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups

### Placement

We recognise that pupils with EAL, who may be new to English and to the UK, need support and stability as they start school. We therefore aim to make an early informed decision about timetable content and setting before a pupils starts at school, and will maintain it unless we feel the child requires adaptations to their school day.

Without exception, we recognise that pupils with EAL:

- Have a right to a full timetable with equal access to the whole school curriculum.
- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Should be placed in sets in line with their abilities first, language and literacy skills second.
- Are not automatically placed with Learning Support / SEND students for reasons of learning support practitioner support or smaller group activities.
- Pupils with EAL will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education. This should take precedence over educational issues.

### Admissions, Identification and Tracking

The School recognises that background information on pupils with EAL can often contain inconsistencies and can also be a sensitive issue for some families. However, the building up of background information on EAL students' linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.

### Special Educational Needs and students working at a high level of attainment

The School recognises that most pupils with EAL needing support with their English language development do not have SEND needs. However, should SEND needs be identified during assessment; pupils with EAL will have equal access to appropriate provision in line with our *SEND Policy*.

Similarly, the School recognises that there may be pupils with EAL who are working at a high level of attainment even though they may not be fully fluent in English.

### Resources

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language and literacy interventions. This is currently an area for development for the SENDCO.

### CPD

The School will ensure that all staff are provided with a minimum of annual access to CPD sessions focused on supporting EAL across the curriculum. These may be coordinated and delivered primarily by the SENDCO.

The School will ensure those staff carrying out specific EAL roles access appropriate CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management meetings.

### Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Safeguarding Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguard Leads (DSLs) are: Victoria Waring, Tammy Lockley, Jo Clarke and Emma Plowman.

#### Review and Evaluation of Policy

School data will include relevant information on pupils with EAL and this will enable the School to monitor progress and attainment.

This policy will be reviewed: May 2018

## The Role of the Governing Body

There is a requirement for all schools to have a relationships and sex education policy. The Governing Body should consult with parents in developing our relationships and sex policy to ensure that parents' wishes and the culture of the community are taken into consideration.

### **Requirements**

All schools must have an up-to-date policy, which is made available for inspection and to parents. The policy must:

- define relationships and sex education
- describe how relationships and sex education is provided and who is responsible for providing it
- say how relationships and sex education is monitored and evaluated
- include information about parents' right to withdrawal
- be reviewed regularly

## Appendix 2

### SCHOOL AIMS

We are working to provide:

- an environment which is safe, secure, caring and stimulating
- a time to listen, to reflect, to be heard
- a celebration of doing well

We encourage:

- feeling good about ourselves
- an understanding of others
- working and playing together
- a sense of joy in learning

We want our school leavers to take with them:

- an interest in learning
- growing independence
- growing confidence
- special memories of Aqueduct

So that they can take their place as caring, responsible individuals, trusted, valued and loved in the community in which they live.