



English as an Additional Language Policy

Date: June 2023

Policy Review Cycle: Annually

Review Assigned to: Bader Primary School Local Governing Body

Introduction:

The 1590 Trust schools have a proportion of students for whom English is not their first language and are referred to as English as an Additional Language [EAL].

Many students enter school with adequate English skills to cope with the demands of the curriculum, some may need additional support.

However, from time to time schools receive students, who have recently arrived in the UK and whose needs along with those of their parents, will require a carefully structured programme to assist with their integration into the school curriculum and environment along with effective and constructive home-school liaison.

In addition there may be family members – a parent or carer – who's English is at a level where communication between home and school is impaired.

Policy:

The Trust School's Learners with EAL come from a wide variety of backgrounds. The student could be one who is:

- Born in Britain but who has not started learning English until he/she started school.
- Brought up as bilingual (or multilingual) and is fluent in 'mother tongue' and English. Some may be bi-literate.
- A New arrival (NA) to this country, who may have learnt some English as a foreign language prior to admission.
- A NA with little knowledge of English, but is literate in mother tongue.
- A NA with no previous experience of English and no or very little basic knowledge of literacy skills in mother tongue.

PRINCIPLES

The 1590 Trust recognises that:

- The EAL learner has distinctive needs, which involve language learning alongside content learning.
- Provision for the learner with EAL, is integrated into all subject areas.
- All students are entitled to education and access to a broad and balanced curriculum;
- Pupils learn best when they feel secure and valued, whatever their home language, culture or religion;
- Newly arrived students, particularly those who arrive outside normal admission times, need additional support both educationally, emotionally and socially;
- Parents need help to access information about the school curriculum and processes of learning.
- Successful provision for EAL needs to take place in a school context which effectively addresses race equality issues. Thus, the school has a duty to promote race equality in line with the requirements of the Race Relations Amendment Act (2000) and Equality Act (2010).

This policy focuses on meeting the needs of all students with EAL. It will consider provision for New Arrivals (NAs): those who are at beginner stages of English Language Acquisition. However, it will also consider provision and needs of Advanced Bilingual Learners. An

Advanced bilingual learner has gone beyond the initial stages of acquiring English. An Advanced learner may appear to be appropriately fluent for their age in everyday social situations, but the demands of cognitive and academic language have not yet been mastered.

ROLES AND RESPONSIBILITIES

Teachers, teaching assistants, governors and support staff all have a responsibility to welcome and support all EAL learners, including new arrivals. All staff have a duty to identify and remove barriers.

Role of designated EAL Coordinator specific to EAL:

- Responsible for co-ordinating, monitoring and maintaining an overview of EAL students, including newly arrived students.
- Monitoring EAL student progress.
- Ensuring that induction procedures are robust and effective.
- Liaising with outside agencies.
- Developing, implementing and reviewing a whole school action plan to support the development of EAL provision in school.
- Identifying priorities in relation to EAL within the school.
- Developing, implementing and reviewing a whole school action plan to support the development of EAL provision in school.
- Liaising with staff team to support implementation of action plan.
- Disseminating best practice.

Class teacher/Tutor/Year Manager:

Is responsible for pastoral and academic needs and ensuring that the curriculum is delivered to meet EAL students, including those newly arrived students' level of English, school experience and academic level.

Teaching Assistants:

Teaching assistants who work with EAL students, including newly arrived students, may give: specific and time-limited targeted support to address identified personalised learning needs.

Lunchtime Supervisors:

Lunchtime supervisors have an important role in ensuring newly arrived students' needs are met during the lunch break and are aware of the needs of students with EAL.

Local Authority:

The local authority can support our school in capacity building effective EAL provision, including New Arrivals Induction via whole school or targeted professional development. They can also signpost schools to translation services where required.

NEW ARRIVALS

As a Trust we aim to meet the needs of students who have arrived in school as a result of international migration. However, this policy may be more widely applicable to a number of groups who arrived in school outside standard admission times.

New arrivals may be described as:

- International migrants - including refugees, asylum seekers and economic migrants from overseas;
- Internal migrants – including students joining the school as a result of moving home within the UK. This would include Gypsy Roma and Traveller students;
- Institutional movers – students who change schools without moving home, including exclusions and voluntary transfers;
- Individual movers – students who move without their family, for example, looked after children and unaccompanied asylum seeking children.

AIMS

To provide newly arrived students with a safe welcoming environment where they are accepted, valued and encouraged to participate;

To gather accurate information about students' background and educational experiences;

To ensure that the knowledge, experience and skills that newly arrived students bring are acknowledged and seen as an asset to build upon; To ensure that parents/ carers understand the new educational system of which their student is now part;

To develop strategies to encourage new students to be included as part of the school;

To ensure that students can see their languages, culture and identity reflected in the classrooms and the wider school and through an inclusive curriculum;

To raise the attainment and accelerate progress of newly arrived students predominantly via effective quality first provision.

ADMISSION

The Trust will:

Arrange a meeting with parents/carers to gather a range of information (eg languages used in the home, previous schooling, exposure to English);

Invite an interpreter to attend if parents/carers do not speak English, who could be a contact from the community;

Ask parents/carers to bring in any reports, school text and exercise books from the student's previous school;

Give introductory information to parents/carers about the school including:

- Information about the English school system
- A plan of the school
- An outline of the school day
- The homework system and how to support their student at home, calendar of term dates

- Who to contact to gain information about the student's work and progress and if they have any concerns
- Uniform or dress requirements with a labelled diagram and suppliers
- Lunch arrangements and a sample lunch menu including information of benefits such as free school meals information about the local public library
- After School activities

(All of the above should be as visual as possible and translated if necessary/possible)

- Create an appropriate accessible curriculum to meet student's needs;
- Share background details with school staff;
- Establish a buddy system;
- Ensure that students are not automatically placed in the bottom set where they may not be cognitively challenged and may not access good models of English;
- Talk to the class/tutor group into which the EAL student is to be placed about their country of origin. Help other students to understand that the EAL student needs support with English, but has a complete language of their own which they could learn;
- Personalised curriculum will be developed based upon student's aspirations and needs.

ASSESSMENT AND LEARNING

The Trust will use the Proficiency in English Scale (September 2016) + NASSEA EAL assessment framework.

Year 6 New Arrivals will receive an enhanced transition, thus ensuring setting in KS3 reflects cognitive potential/ability.

Late KS3/ KS4 New Arrivals will receive an enhanced induction/ assessment to support decision making in relation to provision.

This information will be shared to support monitoring and evaluation of progress and attainment via the school's Pupil Progress Meeting.

The Trust recognises that the provision of an inclusive and supportive environment is more effective than formal language teaching for the rapid progress of students new to English.

It recognises that it is common for students to be silent for up to one year, and that this is an important learning process, in which previous experiences will be related to new contexts.

Pupils will be encouraged to use their home language where possible and students literate in their first language will be encouraged to use it where appropriate.

Information provided by parents/carers in relation to prior attainment will be incorporated into the initial assessment and shared with the student's teachers.

Ensure that 'setting' reflects the student's potential cognitive ability and not their stage in language acquisition.

Personalised curriculum approaches to support language acquisition are incorporated into school's provision, where they will benefit EAL New Arrivals.

Teaching staff are alert to first language influence and the possible need to explicitly teach language features which may not exist in first language.

The 1590 Trust will ensure that any disapplication criteria is annually updated to allow for fair assessment.

FAMILY AND COMMUNITY LINKS

The Trust's commitment to inclusion and to Community Cohesion means it recognises its responsibility to include new arrivals' families in all aspects of school life.

Parents/carers will be made to feel welcome and have a positive role to play, whether as governors or supporting learning at home or in school.

Links with English for Speakers of Other Languages classes for adults community organisations, supplementary schools and religious groups will be established.

Consideration will be given to the parents/carers' level of English in all communications.

The school will ensure that parents/carers are kept fully informed of the student's progress, attainment and next steps in learning.

MONITORING AND EVALUATION

The newly arrived student's attainment and progress will be closely monitored by the Year Manager, EAL Coordinator, SENCo, Key Stage Leaders and Class teacher/Tutor.

Monitoring will also include consideration for developing, where appropriate, wider outcomes including student's:

- Well-being;
- Attendance;
- Behaviour;
- Anti-Bullying;
- Positive relationships;
- Increased participation.

Review meetings with parents/carers and involved staff will be arranged;

The newly arrived student's views will be sought, alongside those of the parent/carers, where appropriate, to inform school evaluation of support and impact.

ADVANCED EAL LEARNERS:

Advanced bilingual learners are those students beyond the initial stages of acquiring English as an additional language. These students, (who may or may not have been born in Britain), may have achieved age appropriate social fluency and this may mask their underlying need for the development of academic and cognitive language to ensure academic success. There is growing evidence nationally that advanced bilingual learners do not achieve their potential in literacy based subjects. The Trust will closely monitor the attainment and progress of all EAL students to ensure that language acquisition is supported from initial stages to later stages.

ASSESSMENT AND LEARNING:

The staff in school are aware of the needs of advanced bilingual learners and their role in supporting language development. Staff incorporate a range of strategies and approaches, which support English language learners at each stage of language acquisition.

The Trust uses attainment data and other assessment materials for diagnosis of need, targeting support and monitoring progress of individuals and groups.

EAL students in school will gain an insight into their own needs via high quality marking and feedback.

Where underachievement is identified, EAL student's writing is carefully analysed, to provide formative information which may inform personalised interventions and language objectives across all subject areas.

MONITORING AND EVALUATION

Monitoring will also include consideration for developing, where appropriate, wider outcomes including student's:

- Well-being;
- Attendance;
- Behaviour;
- Anti-Bullying;
- Positive relationships;
- Increased participation.

Review meetings with parents/carers and involved staff and will be arranged. Consideration will be given to use of interpreters where necessary.

FAMILY AND COMMUNITY LINKS

Consideration will be given to the parents/carers' level of English in all communications.

The Trust will ensure that parents/carers are kept fully informed of the student's progress, attainment and next steps in learning.

The Trust will continue to seek links with community partnership organisations.

The Trust will continue to support first language maintenance.

How it will be monitored:

Individual student records
School Action plan

By Whom:

SENDCO
Key Stage Leads/Director of Progress & Standards
Local Governing Body

Review Date:

Annually, June

Review Assigned to:

SENDCo

A Stockton-On-Tees EAL Provision

We are a free service to school.

Our Offer: Our main aim is to support schools to capacity build effective English as an AdditionLanguage (EAL) provision.

This includes:

- Capacity building mainstream staff to provide effective provision for all EAL students, including New Arrivals.
- Introduction and implementation of EAL Policy, including New Arrivals Induction Policy.

We also provide individual student support. This may be: Advice and guidance; Initial assessment; Targeted intervention

Schools should view referrals they make for individual student support as an opportunity to begin or continue the process of capacity building for effective provision for EAL learners.

Contact: Fiona Ranson
 Education Improvement Service
 Email:
 Fiona.ranson@stockton.gov.uk

B Interpreters and Translators

A useful list provided by Stockton's Diversity Team

Name	E-Mail
Language Point Sunderland	languagepoint@ssd.sunderland.gov.uk
Brass House Language Centre	BTIS@brimingham.gov.uk
NERS interpreting and Translation Centre	For Bookings: interpreting@refugee.org.uk For management issues: mn@refugee.org.uk
Prestige Network Translation Company	sales@prestigenetwork.com
Everyday Language Solutions	info@everydaylanguagesolutions.co.uk

RESOURCES

APPENDIX 2

Assessment

Proficiency in

English

- www.consult.education.gov.uk
- NASSEA EAL Assessment Framework

Aiming High

www.education.gov.uk/publications/.../5865-DfES-AimingHigh%201469.pdf

www.naldic.org.uk/docs/resources/.../pns_incl138105newarrivals.pdf - Similar

PRE-ADMISSION
<p>Parents/carers complete admissions form;</p> <p>Interview arranged with parents/carers; (Date/time of interview written down for parents/carers)</p> <p>Interpreter arranged if needed;</p> <p>Welcome pack and interview materials prepared.</p>
PRE-ADMISSION MEETING
<p>Interviews conducted by Year Manager. Parents have a brief tour of the school;</p> <p>Student/family information recorded on school documentation, including previous schooling and health and dietary needs;</p> <p>Family provided with Induction pack – translated booklet as necessary, etc.; Free school meals application completed if appropriate;</p> <p>Parents/carers informed of the start date for the student.</p>
BETWEEN PRE-ADMISSION MEETING AND ADMISSION DAY
<p>Admission information given to school office staff;</p> <p>Induction/welcome strategies planned by Year Manager, Tutor and peers; Buddies' appointed to welcome and support new arrival;</p> <p>Referrals to other service providers/agencies if appropriate;</p> <p>Year Manager, EAL Coordinator, in liaison with SENCo, plan for assessment, support and review of provision and ensure information is circulated around school.</p>
DAY OF ADMISSION
<p>Student welcomed by Year Manager and buddy; Office staff actions school roll entry;</p> <p>Office staff sends for previous school records.</p>
POST ADMISSION FORTNIGHT
<p>First language Assessment.</p> <p>Initial assessment of English Language acquisition.</p> <p>Additional 'induction' procedures in place and implemented</p>

SUCCESS CRITERIA

APPENDIX 4

End of Week 1

To be relaxed and happy;
To be beginning to follow some of the conventions and routines of the classroom; To be familiar with arrangements for school meal times;
To be familiar with location and use of toilets;
To be beginning to interact socially with class peers.

End of Week 3

Come to school happily;
To be relaxed and happy in class;
To be familiar with orientation of the school; Can follow daily routines;
To initiate contact (physical and verbal) with a teacher or teaching assistant; To be settling to tasks in the classroom;
To be socialising with others in non-structured time.

End of First Term

To be relaxed and happy;
To participate in group and class activities at an appropriate level; To interact positively with other students;
To work co-operatively with other students; To be confident in small group situations; Can work without constant adult supervision; Shows interest and motivation in learning;
To have demonstrated some identifiable progress in English language acquisition if an EAL beginner.

NEW ARRIVALS PROMPTS

APPENDIX 5

	Not at all	Beginning to	Mostly	Established
<p>Providing a welcoming environment Does the guidance:</p> <ul style="list-style-type: none"> • promote inclusive practices which secure access and entitlement for all learners and ensure that all staff are appropriately informed about new arrivals? • recognise the individual needs of newly arrived learners and provide age-appropriate approaches to induction and pastoral support? • recommend processes for interpretation and translation which recognise issues of confidentiality and security? • encourage early integration? 				
<p>Supporting students learning EAL Does the guidance:</p> <ul style="list-style-type: none"> • promote secure assessment processes, which consider student's abilities in their first language, as well as their English language needs? • promote assessment processes which ensure that students gain access to the National Curriculum and, provide routes of progression which recognise their academic potential? • recommend the placement of student to ensure maximum benefit from the start of working alongside fluent users of English, as models for both language and learning? • promote a rich and relevant curriculum which ensures access to the full National Curriculum and mainstream quality first learning and teaching as soon as possible? • support collaborative 				

teaching approaches across class or subject teachers and support				
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<p>staff where appropriate and possible?</p> <ul style="list-style-type: none"> • promote robust and routine monitoring and evaluation of student's progress to ensure that there is appropriate progress and achievement for all newly arrived students learning EAL? 				
<p>Teaching resources and strategies Do the teaching resources and strategies:</p> <ul style="list-style-type: none"> ➤ relate to the National Curriculum? ➤ promote the development of subject skills and knowledge, as well as competence in English? ➤ offer an appropriate cognitive challenge? ➤ promote a collaborative approach to learning, with opportunities to listen and speak, as well as read and write? ➤ provide appropriate scaffolds for learning? 				
<p>Links with parents, carers and communities Does the guidance:</p> <ul style="list-style-type: none"> • promote approaches which value parents and carers and provide opportunities for them to play a positive role in school? • offer strategies for working with parents, carers and the community which are based on evidence of effective practice including support in student learning? 				

This Appendix is based on material originally developed by the National Strategies.