



CHANGE SCHOOLS PARTNERSHIP

English as an Additional Language (EAL) Policy

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Introduction

In the CHANGE Schools Partnership, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Some of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

The *Department of Education* definition (2016) for EAL is: A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

Aims and Objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our schools.

We aim to:

- Improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.
- Support access to a broad early years curriculum and to the National Curriculum, by improving children's fluency and providing bilingual support as appropriate.
- Integrate new children in to the school in order to ensure that they gain access to the curriculum and academic achievement.
- Use school, county and government resources effectively to raise the attainment for EAL children.
- 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.
- Encourage and enable parental support in improving children's attainment.

The aim of this policy is to help ensure that we meet the full range of 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. In so doing, we endorse the following statement: **Every child has the right to learn and use the language, customs and religion of their family, whether these are shared by the majority of the people in the country where they live.** (*United Nations Convention on the Rights of the Child (UNCRC), article 30*)

Teaching and learning Style

In The CHANGE Schools Partnership teachers take action 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
 - 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 and translators, readers and amanuenses
 - Using the home or first language where appropriate

Curriculum Access

All children within the CHANGE Partnership Academy 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 work will be appropriately differentiated according to their individual needs.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

When children enter the Foundation Stage we will aim to help children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults

- Providing bilingual support to extend vocabulary
- Providing a variety of writing in the children's home language as well as in English
- Providing opportunities for children to hear their home language as well as English

Roles and Responsibilities

All staff have a responsibility for supporting and encouraging children to become fluent speakers and for communication school expectations for Speaking and Listening.

All staff have responsibility for:

- Modelling good use of English, in extended sentences and encouraging children to do the same.
- Communication to children that they are expected to speak clearly and audibly, using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

All teaching staff have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English.
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving speaking, listening and communication skills
- Assessing and tracking progress in the spoken language
- Assessing children using the EAL assessment framework
- Additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency.
- Identifying and providing resources which support children learning English as an additional language

Support Staff have responsibility for:

- Working alongside identified individuals in class (or withdrawal) to support child's access to the curriculum.

Equal Opportunities

Every learner is entitled to equality of opportunity. This is a fundamental right that must be allowed to all children regardless of ethnicity, culture, gender or special educational needs. Pupils are encouraged to share their experiences and cultures with others to enhance the quality of learning they experience.

To this end within 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.

Safeguarding Children

- At The CHANGE Schools Partnership we will strive to protect our children from issues that could be affecting their education, or emotional well-being.
- We, as caring adults, will do all we are able to legally, to assist our children overcome significant harm.
- At The CHANGE Schools Partnership the education and care of our children is paramount.

Assessment

The CHANGE Schools Partnership uses the Assessment Framework to measure English language competence for EAL children.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an Additional Language.

Where possible, and in discussion with the Ethnic Minority and Travellers Achievement Service, appropriate modifications will be undertaken as required and where possible.

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 relevant SENCO / Inclusion lead.

Staff development

All staff involved in the education of children are encouraged and supported to attend training courses within the LA and at local colleges to further the understanding of the needs of children learning English as an additional language.

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