



### STATEMENT OF AIMS:

We are committed to providing appropriate provision of support and resources for pupils and children centre users for whom English is an additional language and to raise the achievement of ethnic minority pupils and children centre users (**EMAG**) who are at risk of underachieving. We will identify individual pupil's needs, acknowledge the skills they bring to the school and centre to ensure equality of access to the curriculum.

We aim to ensure that all EAL and EMAG pupils and children centre users are able to:

- use English confidently and competently
- use English as a means of learning across the curriculum
- where appropriate, make use of their knowledge of other languages and cultures.

### SCHOOL CONTEXT

At the time this policy was reviewed, the school context was:

- 23 languages spoken by pupils
- 67% of pupils have a home language in addition to English
- 86 pupils are identified as needing EAL support, with Stages of English Fluency Levels 1-3

### CHILDREN'S CENTRE CONTEXT

At the time this policy was reviewed, the Children's Centre context was:

- 10 languages spoken by families
- 28% of children have a home language in addition to English

### KEY PRINCIPLES FOR ADDITIONAL LANGUAGE LEARNING

Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' and children centre users home languages and to build on their existing knowledge and skills. Language develops best when used in purposeful contexts.

The demands in terms of language within each subject is identified and used to aid planning for all levels of learning. All adults involved in teaching / support have a crucial role in modelling the correct use of language. A distinction is made between EAL and Special Educational Needs (SEN), although every effort is made to ensure that EAL pupils who also show signs of SEN, are identified early.

## TEACHING AND LEARNING

The school has developed a system whereby teaching staff share appropriate planning with attached support staff. Plans will identify learning needs and provide differentiated opportunities matched to individual EAL pupils' needs. Classroom and centre activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in all lessons and centre services.

## STRATEGIES

Staff use a variety of support strategies to ensure access to the curriculum for EAL learners:

- Specific group work for targeted pupils and children centre users using programmes such as Success For All (SFA) literacy programme, writing intervention
- Collaborative group work
- Effective role models for speaking, reading and writing; staff, parents and peers
- Bilingual resources such as cultural and dual-language reading books, dictionaries, ICT programs and bilingual staff and peers. From September 2015, the school will be trialling PENpals, talking pens, and other resources as an aid to teaching to include pupils with EAL. These talking pens enable specific resources such as curriculum focused key word posters, to be translated into a variety of languages and offer explanations of vocabulary in those languages. There will also be some fiction books that can be 'read' by the pen in dual languages.
- Further support for language development is provided outside the formal curriculum; in collective worship, after-school clubs, musical opportunities, homework club and the children's centre.

## PLANNING, MONITORING AND EVALUATION

At the initial induction, information is gathered about a new pupil's and children's centre user's linguistic background and competence in other languages, previous schooling and family background.

The pupil's and children centre user's level of English is identified with reference to the Stages of English Fluency (SEF) guidelines and, after a further period of assessment, National Curriculum (NC) levels will be given, if appropriate.

Whilst account is taken of EAL development, the school and centre aims to set appropriate and challenging targets for all pupils and children centre users. These are reviewed termly.

## SEN AND ABLE, GIFTED AND TALENTED PUPILS AND CHILDREN'S CENTRE USERS

At St Stephen's C of E Primary School and Children's Centre we are aware that the majority of EAL pupils needing additional support do not have SEN needs but, should such needs be identified during assessment, EAL pupils will have equal access to SEN provision.

Similarly, staff will be vigilant in identifying EAL pupils and children centre users who are able, gifted or talented – even though they may not be fully fluent in English – and will ensure that they access appropriate programmes of support to encourage excellence.

## ASSESSMENT AND RECORD KEEPING

Class teachers liaise with relevant staff to discuss pupil progress, needs and targets. School and Centre data includes tracking progress of individual pupils. This is used to inform staff on the progress of EAL/EMAG children and to identify trends in the achievement of specific groups.

## RESOURCES

A range of resources and programmes are used to support pupils' and children centre user's linguistic development and support staff are timetabled to deliver this to individuals or small groups as appropriate. In addition, EAL support staff give extra in-class support throughout the school.

Displays, classroom resources and assessment materials reflect the linguistic and cultural diversity of the school and centre.

## PARENTS/CARERS AND WIDER COMMUNITY

In communicating with our parents / carers and wider community, we:

- aim to provide a welcoming admission process for the induction, assessment and support of newly arrived pupils and their families and carers. In 2015, we are hoping to provide a 'welcome to the school' booklet in a variety of languages which will contain useful and helpful information about St Stephen's
- take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school/centre links
- aim to ensure that our written and spoken communication with families is effective through the use of plain English, translators and interpreters - making use of support offered by the LA

## STAFF DEVELOPMENT

The school and centre will enable all teaching and support staff to undertake professional development to ensure that provision for EAL pupils and children centre users is appropriately delivered and coordinated.

The School and Centre Development Plan will incorporate action plans and reviews relating to raising the achievement of EAL/EMAG pupils.

## REVIEW AND EVALUATION OF POLICY

School and centre data will include relevant information on EAL/EMAG pupils, and children centre users including needs, level of English, support, achievement and progress. This will enable the monitoring of targets.

This policy will be reviewed and, if necessary, revised annually.

Agreed by Governors  
(Chair Signature):

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Policy Due for Review: March 2016

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