

EAL Policy

English as an Additional Language Policy (EAL)

Introduction

The Unity Federation welcomes children from different linguistic backgrounds including children who speak English as an additional language. It is the aim of the school to develop a partnership with parents, teachers, support staff (including English Language Support Service) to support the attainment and progress of these pupils, and their integration into all aspects of the school community.

Registration of Pupils with EAL

Registration and welcome of new children will normally be carried out by the Headteacher or Head of School. Support will be sought in the form of translation services as necessary.

Information regarding the child and their linguistic background will be passed to the class teacher at an early stage. A pupil referral form for English as an Additional Language Assessment will be completed and sent to the English Language Support Service (ELSS) as necessary.

Teaching and Learning

The School aims to provide appropriate support for pupils for whom English is an additional language in order to give them access to the whole curriculum.

1. The class teacher, ELSS teacher (if appropriate) and EAL co-ordinator (Lesley David) will work together to identify the language and learning needs of pupils with EAL activities will be matched to pupils' needs and abilities and will have a clear sense of progression.
2. Access to all parts of the curriculum will be achieved by providing relevant support to pupils with EAL. Vocabulary development will be supported by the use of word banks and the labelling of items of interest in the classroom. More use will be made of visual resources to support understanding of key concepts e.g. IT, charts, tables, video etc. Bi-lingual dictionaries and dual-language reading books will become available in the federation as demand is needed.
3. Staff may be aware that children and parents may use their first language in the classroom.
4. Classroom organisation and groupings will support pupils' active participation in all activities. Groupings will be flexible to allow:
 - Collaborative activities that require talk to complete a task
 - Pupil groupings which provide adult or pupil support for speaking and writing before bilingual pupils are asked to produce language.
 - Groups with supportive 'experts' e.g. other pupils who are good readers/writers.

EAL Policy

5. Classroom displays will reflect the linguistic and cultural diversity of pupils in the school.
6. Dual language fiction and non-fiction books/resources will become more available for use in school and at home with parents as demand arises.

Attainment and Progress

1. The School's Assessment Policy will apply to pupils with EAL. In addition, there will be close monitoring of the pupils progression, especially in literacy, by the class teacher, supported by the ELSS teacher (if required). Teachers are aware that standards of achievement of pupils with EAL may be well below age related norms, particularly for pupils new to English and it is estimated that it takes at least 5 to 7 years for pupils to 'catch up' with their monolingual peers.
2. The class teacher, supported by the ELSS teacher (if required) will monitor the pupil's progress using the assessments sheets 'Assessing Pupils Learning English as an additional language' and/or 'Recognising Progress in English'. The ELSS teacher will provide regular reports of their work with the pupil to the class teacher and EAL Co-ordinator. Information gathered will help the class teacher to 'level' the pupil's attainment in literacy, using the NC levels for pupil's with EAL. The class teacher will use this information to set 'next steps' targets for the pupil, to support the next phase of their development of English. This will be recorded on a 'Development of English' plan and will be held in the assessment file.
3. Very able pupils with English as an additional language will be recognised and appropriately supported in accordance with the school's policy on Gifted and Talented Children.

SEN

It is important to make a distinction between pupils for whom English is an additional language and pupils for whom English is an additional language with special educational needs. The class teacher will consult with the SENCO when a pupil with EAL is also thought to have SEN.

The Role of the EAL Co-Ordinator

The EAL Co-ordinator will:

- Liase with the English Language Support Service.
- Liase with the Headteacher.
- Liase with the Class Teachers.
- Keep copies of pupil records and assessments to monitor the progress of pupils with EAL vis-à-vis the attainment of other pupils in the school.

EAL Policy

- Represent the school on INSET courses and feedback to school staff. Arrange INSET sessions in school for staff as appropriate.
- Purchase resources to support the learning of pupil's with EAL, with a budget specifically provided. Maintain a central store of appropriate resources for use by staff within the school.
- Liase as necessary with the parents of pupils with EAL and find interpreters/translators for report meetings/parents evenings etc.

Equal opportunities

All children are given equal access to the curriculum regardless of their ability, age, gender, physical ability, race, religion or social background. Children with English as an additional language are supported through differentiated work.

Agreed by Governors:

Reviewed 30th August 2017

A handwritten signature in cursive script that reads "Clive G. Wyke". The signature is written in black ink and is positioned above a horizontal line.

Chair of Governors

Appendix 1

Referral Form

EAL Policy



ARRANGEMENTS FOR SCHOOLS WISHING TO ACCESS SUPPORT FOR EAL LEARNERS

APPLICATION FORM

NAME OF SCHOOL	
----------------	--

I wish to purchase the following time allocation for the academic year September 2011 – July 2012.

PACKAGE(S) REQUIRED	NUMBER
Package 1 1 hour of specialist EAL teacher support weekly @ £2270	
Package 2 2 hours of specialist EAL teacher support weekly @ £3990	
Package 3 3 hours of specialist EAL teacher support weekly @ £5990	
Package 4 4 hours of specialist EAL teacher support weekly @ £7980	
Package 5 5 hours of specialist EAL teacher support weekly @ £9980	
Package 6 – Isolated Learners Package One monitoring visit per term @ £430	
Package 7 Specialist EAL Teaching Assistant (TA) support With packages 2 – 5 there may be the option of purchasing extra hours of specialist EAL TA support. 1 hour weekly @ £1200	Hours required
Language Assessment- School visit of up to 2 hours and a written report @ £120	

SIGNED		DATE:
NAME		
POSITION IN SCHOOL		
TELEPHONE NUMBER:		

EAL Policy

Please return completed form to:-

English Language Support Service

Turner Road Centre, Turner Road, Norwich, NR2 4HB Email: ELSS@norfolk.gov.uk

Appendix 2 Frequently Asked Questions

1. What support is available for children with English as a second language?

The ELSS offers a range of support to schools. Pupils who are new to English can be assessed and supported if required. The ELSS also offers a range of INSET training opportunities for mainstream school-based staff.

2. Do adults get support from ELSS?

No. ELSS works only in schools. Separate classes are available for adults (See Basic Skills)

3. What age group does ELSS cover?

ELSS staff work with pupils of statutory school age, i.e. between 5 – 16 years. Advice and guidance for staff in Early Years settings is available from our Early Years specialist, and some bi-lingual support is also available.

4. How do children with English as a second language get into schools?

Schools will follow the normal admissions procedures for an EAL pupil.

5. Do schools have to admit children with English as a second language?

Schools must admit EAL pupils if they have a vacancy in the pupil's year group.

6. Do you have any resources for schools?

The ELSS can advise on multi-cultural publishers and suitable resources for EAL pupils, together with information on web-sites recommended by National Strategies.

7. What training, if any, do you offer?

The ELSS will provide a range of training opportunities for schools, from full staff INSET to short workshop sessions. Training for Teaching Assistants is also available. The ELSS will deliver training on the Primary EAL Toolkit, the NAEP Programme from National Strategies for newly arrived pupils, and also offers EAL Co-Ordinators Network meetings.

8. Does the ELSS teacher speak the pupil's first language?

Usually not, although several of our staff are bi-lingual. Our job is to enable the pupils to access the curriculum in English, and consequently support is given in English.

9. What should I do if I get a child in my class who does not speak any English?

Don't panic! The pupil will need a settling-in period to get used to the new school and the routines of the classroom. It is quite normal for pupils to be silent for some time. Refer to ELSS for assessment.

EAL Policy