

# Spalding Parish Church of England Day School

*We are a caring Christian Community built on Compassion,*

*Trust, Friendship and Hope.*

## English as an Additional Language (EAL) Policy



Date of Policy:	July 2017
Date of Review:	July 2019
Adopted by Governing Body:	September 2017
Signed by Chairman of Governors:	Katherine Wright

## **Statutory Duties**

This policy has been written with due regard to the following documents:

- Children and Families Act 2014
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2010
- Race Relations Act 1976/ The Race Relations (Amendment) Act 2000
- Excellence and Enjoyment, DfE 2006

According to the Teacher Standards (Part 1):

Teachers must have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

The DfE expects that:

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

The Race Relations (Amendment) Act 2000 expects that schools should:

- promote equality of opportunity
- promote good relations between people of different racial groups
- eliminate unlawful racial discrimination between people of different racial groups

## **Definition**

The Department for Education (DfE) defines 'first language' as the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community.

## **Introduction**

In our school, the teaching and learning, achievements, attitudes and the wellbeing of all our children are valued. We encourage all of our children to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs. Those pupils whose first language is not English may be faced with a barrier to learning and their inclusion in school life. This policy aims to reduce these barriers and to make reasonable adjustments so that each child can become part of our school community and meet their full potential.

Our Admissions Policy does not disadvantage pupils from any racial group.

## **Policy Principles**

Spalding Parish Church of England Day School is committed to the following key principles:

- All pupils with EAL must have their needs routinely met
- Raising the achievement of pupils with EAL is a whole school responsibility
- Early intervention is essential for ensuring better outcomes for pupils
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils with EAL should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil needs
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family
- Resources allocated to EAL must be effectively used to secure maximum impact and value for money
- Resources must provide positive images, challenge stereotypes and acknowledge religious festivals and world faiths
- Systems for monitoring and evaluating developments in EAL support improvement in pupil's learning and provide appropriate challenge.
- Cultural and religious beliefs are respected by the school community
- racism is challenged and diversity is celebrated

Our objectives are:

- To promote community cohesion whilst being sensitive to any issues within it
- To be a fully inclusive school which celebrates diversity
- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils using the EAL Proficiency codes in order to make an early, accurate identification of those who may need support in the classroom
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the Board of Governors to enable them to fulfil their statutory monitoring role with regard to the EAL Policy
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all pupils

**The Role of the Head Teacher and Governors**

- The Head Teacher and Governors are responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Head Teacher and Governors will delegate the day to day implementation of this policy to the EAL Lead

### **The Role of the EAL Lead**

The EAL Lead will oversee the day-to-day operation of this policy in the following ways:

- oversee the schools Phase provision maps for vulnerable learners
- co-ordinate termly assessments of EAL pupils' 'Proficiency in English' which is then used by Phase Leaders to identify those pupils who need support to access the curriculum
- liaising with and advising staff
- creating and overseeing the EAL Register
- contributing to the in-service training of staff
- in collaboration with Phase Leaders, evaluating regularly the impact and effectiveness of all additional interventions for EAL pupils
- attending area EAL cluster meetings and training as appropriate.
- liaising with the school's EAL Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with EAL
- liaising closely with a range of outside agencies to support EAL pupils
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

### **The Role of the Class Teacher**

Class Teachers are responsible for:

- completing English Proficiency assessments three times a year
- using the EAL Proficiency data to identify those pupils who may need additional support in order to access the curriculum
- In collaboration with their Phase, creating a Provision Map which identifies the intervention needed to support EAL pupils to meet their full potential:
- providing differentiated teaching and learning opportunities for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge

### **The Role of the Parent/Carer**

At SPCEDS all parents/carers are treated as partners and should be supported to be able to:

- recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their children's education
- have knowledge of their child's progress and attainment

- have the opportunity to make their views known about how their child is educated
- have access to information, advice and support in order to support their child

In order to support parents/carers whose first language is not English, staff must:

- provide a welcoming induction process for newly arrived pupils and their families/carers, offering 'New Arrival' meetings supported by an EAL Teaching Assistant in order to exchange information
- use simple English and an interpreter, when appropriate and available, to ensure good spoken and written communications.
- celebrate and acknowledge the achievements of EAL pupils in the wider community.
- recognise and encourage the use of first language.
- help parents/carers understand how they can support their children at home, especially by continuing the development of their first language.

### **Supporting Parents/Carers and the Community with EAL**

As a school we celebrate the richness and diversity of our local community, but also recognise the need to be able to communicate with one another in order to work in partnership to achieve the best outcomes for our pupils. Therefore we have set up the following initiatives in order to meet the needs of our multicultural community:

#### **Translated Letters and Website**

Some generic letters are available translated into other languages for those parents who speak little or no English. Our school website is available in a variety of languages.

#### **EAL Teaching Assistant – translation available**

We have allocated specific times of the day and week when our EAL Teaching Assistants are available to talk with parents/carers and/or members of the community who speak little or no English. This has enabled us to discuss vital information and maintain a strong partnership.

Our EAL Teaching Assistants are also made available at Parent Consultations and any review meetings in order to translate.

#### **English lessons for adult learners**

Group English lessons are available to adults in an after school class led by one of our HLTAs, for any members of the community who wish to learn or improve their English.

### **Teaching and Learning**

In order to support pupils whose first language is not English staff will:

- use collaborative activities that involve purposeful talk and encourage and support active participation
- provide suitable contextual clues
- provide additional verbal support, e.g. repetition, modelling, peer support
- consider the speed at which they talk, the clarity of our speech and the complexity of the language used

- provide additional visual support whenever possible, e.g. posters, pictures, photographs, objects, demonstration, use of gesture and 'Communicate in Print'
- be aware that our school culture and environment (E.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with
- plan for and provide specific time for pupils with EAL needs to process information and/or to use additional resources
- provide appropriate cognitive challenge by being aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language whilst also recognising that being unable to speak English does not mean that they have any special educational needs and may in fact be Gifted and Talented in their own language
- pre-teach topic/subject relevant vocabulary where appropriate
- provide good language role models for social interaction in learning activities
- provide a buddy who speaks the same language
- provide spoken and written, curriculum-specific language models e.g. writing frames
- provide a secure, but intellectually challenging learning environment
- support language development through sensitive and informative feedback
- encourage parent/carer participation in learning
- provide multi-lingual resources and environments which reflects our diverse community

### **Narrowing the Gap**

Where staff have identified that a pupil's English proficiency is a barrier to learning and participation, Phases will work together to create a Phase Provision Map which identifies the extra support to be provided for these pupils. Where possible an EAL Teaching Assistant will support pupils either within the classroom or as part of a specific intervention group. If an EAL TA is not available, then the class TA will provide this support.

Interventions will focus upon the pre-teaching of general vocabulary or curriculum based vocabulary using a range of resources.

### **Special Educational Needs**

Termly assessment data is monitored closely by the class teacher and Phase Leaders and discussed at termly Pupil Progress meetings to ensure that our EAL pupils make the expected levels of progress compared to EAL pupils with the same English proficiency. If staff are concerned that despite high levels of interventions in place, a pupil is not meeting his or her potential, discussions will be held with the SENCo in order to determine whether it is EAL or SEN which is causing a barrier to learning. If it is determined that the pupil may have additional needs in their own language the SEND Policy will then be followed.

### **Gifted and Talented**

Where a pupil has been identified to be gifted or talented, regardless of their home language, they would be placed on our Gifted and Talented register and their needs met in accordance with our Gifted and Talented Policy.

### **Racial Discrimination**

The school values and celebrates diversity and we encourage an atmosphere of mutual respect between pupils of different racial groups. We celebrate our diverse community and aim to challenge and address any discrimination. Any incidents of racism are logged and where necessary reported to appropriate professionals

### **Complaints**

Should parents/carers be unhappy with any aspect of their child's care at SPCEDS they must discuss their concerns with the school. This will be with the child's class teacher in the first instance, with whom any issues should be addressed. If this does not resolve the problem or allay the concern, the problem should be brought to the attention of Denise Parker, SENCo or a member of the senior leadership team, who will, where necessary, bring concerns to the attention of the Head teacher. In the unlikely event of this not resolving the issue, the parent\carer must make a formal complaint using the SPCEDS Complaints Procedure.

### **Monitoring and Review**

Monitoring and review of the EAL Policy will be carried out at regular intervals. The EAL Lead is responsible for EAL and subsequently for the co-ordination and implementation of the EAL Policy and is also responsible for monitoring the impact of current policy and practice. The EAL Lead will support colleagues through teaching and learning by sharing relevant information about current developments and providing direction teaching and learning within the school.

### **Policy Review**

This policy will be reviewed in two years.