

Lord Deramore's Primary School

Supporting Children with English as an Additional Language.

Statement of Aims

Lord Deramore's Primary School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of children from ethnic minorities. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils 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

The Context of the School

Several languages are spoken at this school.

These pupils have a home language in addition to English.

Some pupils are identified as needing EAL support.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.
- The school applies the three principles of inclusion as identified in the National Curriculum Handbook.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

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Planning and Differentiation:

Working with the EMSS, there are opportunities for staff to share planning, identify the demands of the National Curriculum and provide differentiated opportunities matched to individual EAL children's needs.

Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

Literacy and Numeracy:

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the Primary Frameworks.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and, where appropriate, would consider arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening, both in class (eg Talk Partners) and through intervention programmes with other staff. (EMSS, TAs)
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, extension of responses, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, key visuals etc.
- Bilingual resources, e.g. dictionaries, on-line support, peer bi-lingual support, texts, key word lists.
- Writing frames, directed activities related to texts (DARTs) , bi-lingual word banks
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities to involve children from Ethnic Minorities in discussions about the similarities and differences in cultures as shown in texts/ visual images etc
- Discussion is provided before and during reading and writing activities.
- Where possible, learning progression moves from concrete to abstract using support from the EMSS and Nassea steps.
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

Planning, Monitoring and Evaluation

Information is gathered about:

- the pupils' linguistic background and competence in other languages

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- the pupils' previous educational and schooling experience
 - the families ethnic and religious backgrounds
 - Circumstances for the families residence in York, permanent or temporary visitor
- The pupils' level of English is assessed with reference to Stages of English as an Additional Language and the National Curriculum by the EMSS and the class teacher. This information is forwarded to the Ethnic Minority Support Service once a term.

Staff regularly observe, assess and record information about pupils' developing use of English.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are more able even though they may not be fully fluent in English.

Assessment and Record Keeping

For those children working with the EMSS, staff have regular liaison to discuss pupil progress, needs and targets.

As for all children, assessments of EAL children in the school are carried out in line with the school's assessment policy. Day to day assessments inform planning for individual/group needs.

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements where appropriate.

The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources

Working with the EMSS, curriculum resources may be differentiated to make them accessible to EAL children. The EMSS also bring in different resources as appropriate to the needs of the children with whom they are working.

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Displays and resources will often reflect cultural diversity.

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, books in other languages, taped materials, computer software, etc.

Parents/Carers and the Wider Community

The school will provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

The school's admission form encourages families to share information re ethnic background, religion and languages used in the home.

The school tries to take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links. In Foundation Stage home visits and welcome meetings in school enable families and staff to build relationships.

If children arrive during the school year, advice is sought from the EMSS re support, transition etc

The EMSS liaise with the parents/carers of children they work with through a variety of means including letters, meetings and visits.

If appropriate the school will investigate ways to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

The school will aim to work closely with members of the wider community to support our EAL pupils.

Our school communities are encouraged by staff and the PTA to organise social events to share and celebrate the school's diversity.

Staff Development

The school facilitates staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

The school aims to develop action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils.

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Review and Evaluation of Policy

School tracking data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets more effectively.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources in discussion with the EMSS.



Approved by Curriculum & Staffing Committee

Meeting Date 8 March 2017