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September 2017	November 2019	November 2019	November 2021

Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

English as an Additional Language Policy

Together we believe, learn and achieve

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English as an Additional Language Policy

Rationale

All pupils need to feel safe, accepted and valued in order to learn. For children who are learning English as an Additional Language (EAL), this includes recognising and valuing their home language and background. We at Marlborough St. Mary's Primary school recognise that cultural and linguistic diversity is a rich resource for the school. We also recognise that each child is unique and that achievement is linked to a welcoming environment where they feel valued and confident.

Aims

- To raise awareness of the schools obligation to support the inclusion of children with English as an Additional Language in all aspects of school life.
- To raise awareness of the schools responsibility to plan, organise, teach and assess pupils with English as an Additional Language using a broad and balanced curriculum in line with their peers.
- To provide strategies and resources to meet the needs of pupils who have English as an Additional Language and so raise pupil achievement.

Introduction

This policy outlines Marlborough St. Mary's practice and procedures relating to the support of pupils with English as an Additional Language.

We will:

- take account of the cultural, linguistic and academic needs of children with English as an Additional Language and recognise the contribution they can make to our school.
- welcome new arrivals and positively reflect their language and culture throughout the school environment.
- build partnerships with parents as an essential part of working with these children.
- identify the procedures and strategies used to support these children and provide resources to help them succeed.
- maintain a register and monitor provision.
- distinguish between EAL and Special Educational Needs/ Gifted and Talented

A. Identification and Registration

All children will be identified as having English as an Additional Language through our school admission forms. Data will be collated and passed to the EAL Co-ordinator who will keep a register of all children who meet this criterion.

The class teacher will complete an EMTAS 'Pupil Record' form during a meeting with the parents/carer on arrival into school to seek background information about previous education, levels of English etc. This information will be copied and passed onto the EAL co-ordinator. If necessary, a request for advice/ guidance from EMTAS team' (Ethnic Minority and Traveller Achievement Service) will be completed via a DART and sent to the EMTAS support service.

B. Strategies, Provision and Monitoring Progress

The school curriculum is planned to encourage the maximum progress both academically and socially for all pupils including EAL children.

Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic learning is much deeper and can require continuing support for many years

Teaching staff, support staff and pupils all play a crucial role in modelling language and providing opportunities for EAL pupils to practise language.

Classroom support is provided to ensure that all pupils have appropriate opportunities to develop their own ideas and work whatever their ability, beliefs or background. Due regard is given to the equal opportunities policy to ensure that all EAL pupils are provided with a full and balanced school and curriculum experience.

We aim to make sure that the pupils make maximum progress through careful planning and diligent record keeping. Records follow the pupil to the next class or school.

All staff have the responsibility to ensure that EAL pupils are entitled to the full curriculum and should be encouraged to play as full a part as possible in class activities from the start.

Teachers are responsible for implementing strategies to support the language development of EAL pupils using guidance from EMTAS team and advice from other sources, such as the EAL co-ordinator. This will include opportunities for hearing language modelled and time to practise new language. Opportunities are provided for speaking and listening and good use is made of drama and role play to enhance these experiences.

Additional visual support should be provided for EAL pupils: posters, photographs, visual timetables, demonstration, use of gesture, social picture stories etc.

Additional translation support will be provided if required e.g. bi-lingual dictionary, iPad translation Apps and visual resources with home-language translations.

Time will be allocated to discuss topic related vocabulary so that EAL learners can become familiar with the class story or topic.

Staff should regularly observe, assess and record information about the pupil's developing use of language using the Wiltshire EMTAS Assessment form. This information will be used once a year to form part of the school census.

When planning the curriculum, staff should take account of the linguistic, cultural and religious backgrounds of their pupils and give the EAL pupils opportunities to work in their home language.

Parents will be encouraged to play a full and active part in the life of the school by sharing their language and culture. They will be helped to understand how they can support their children at home, especially by continuing the development of their first language.

C. Special Educational Needs and Gifted and Talented pupils

- Most pupils learning English as an additional language do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the school's SEN provision.
- If pupils are identified as Gifted and Talented, they have equal access to school provision.

Leadership and management roles.

The Head teacher has overall responsibility for the implementation of the EAL policy.

The named person at Marlborough St. Mary's responsible for co- ordination of the School's policy, monitoring provision and assessment for EAL pupils and maintaining the register is Sharon Morgan

Full use will be made of training opportunities, through courses, conferences and network meetings to enhance the role of the co-ordinator.