

Banks Road Primary School



English as an Additional Language (EAL) Policy

Provenance/ Author	Person (s) Responsible	Version	Reviewers	Effective Date	Recommended Review Date	Distribution
Ewa Adamczewska	Headteacher Jamie Wilson	V1	Governors	June 2022	June 2022	All Staff
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INTRODUCTION

Banks Road Primary School is a full inclusive school.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Banks Road Primary, we believe that diversity is a strength, which should be respected and celebrated by those who learn, teach, and visit here.

We welcome our duties under the Equality Act 2010. In order to eliminate discrimination, advance equality of opportunity and foster good relations we aim to:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

We believe that cultural and linguistic diversity is a rich resource for the whole school.

AIMS AND OBJECTIVES IN SUPPORTING EAL STUDENTS

All pupils need to feel safe, accepted and valued in order to learn. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We recognise their home language and background. We promote equality of opportunity for all learners for whom English is an additional language. We ensure EAL pupils reach their full potential.

Our policy's aim is to support the planning, the organisation, teaching and assessment procedures, and the use of strategies and resources to meet the needs of EAL pupils and so to raise their achievement.

We aim to meet the full range of needs of children with English as an Additional Language through:

- Improving the speaking, listening, reading, writing and understanding of children for whom English is an Additional Language

- Being proactive in removing barriers that stand in the way of our EAL pupils' learning and success
- Providing any newly arrived children with a safe and welcoming environment
- Gathering accurate information about children's background and educational experiences and sharing this with all staff members
- Using all possible resources to raise the attainment levels of EAL children
- Providing opportunities to children to practise and extend their use of English
- Giving them appropriate opportunities for talking and using talking to support writing
- Encouraging them to use their home language to support their learning in English
- Supporting them with individual or small group phonics sessions to accelerate their reading and writing skills
- Providing visual support, e.g. posters, pictures, photographs, objects, diagrams, online videos, bilingual dictionaries, key word lists, mind maps to enhance their English language learning
- Providing scaffolding for language and learning, e.g. talk frames, writing frames, models and graphic organisers
- Ensuring that pupils are engaged through visual and interactive teaching
- Providing verbal support through repetition, modelling and opportunities oral rehearsal, peer support and differentiated activities

EAL SUPPORT CRITERIA

All EAL pupils are entitled to assessment as required. The assessment is carried out within the first few weeks of arrival in school continued regularly each term. Progress in the acquisition of English is monitored using the NASSEA EAL Assessment Framework to track and check progress and find out where extra support is needed. Thanks to NASSEA Assessment tool individual targets for our children with English as an Additional Language are set up and shared with the class teachers.

TEACHING AND LEARNING

It is all staff's responsibility to remove barriers that prevent our EAL learners from succeeding and reaching their potential. The EAL co-ordinator monitors the progress of pupils learning EAL in all aspects of Literacy including speaking and listening, reading and writing; as well as Mathematics.

All our EAL pupils have the right to access the National Curriculum and to lessons that are accessible and purposeful along with their peers in the mainstream classroom.

Pupils with English as an Additional Language in Banks Road Primary are also provided with individual or small group sessions by a specialist teacher during which their use of English is developed through a range of speaking, listening, reading and writing activities offered at different levels of difficulty and English language proficiency.

Our school liaises with EMTAS (Ethnic Minority and Traveller Achievement Services) offering specialist support both to our staff and children speaking English as an Additional Language as well.

COMMUNITY AND PARENTAL INVOLVEMENT

Our staff encourages parental and community involvement through:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Using translators and interpreters, where appropriate and available to ensure effective communications
- Helping parents understand how they can support their children at home, highlighting the importance of continuing the development of their home language
- Providing key information about child's linguistic, cultural and religious background for better understanding of the child's needs