



Osborne
Co-operative Academy Trust



English as an Additional Language

Thameside Primary School

Last reviewed: March 2021
Next review date: March 2023

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. At Thameside Primary School, the teaching and learning, achievements, attitudes and well-being of all our children are valued. We recognise that children who are learning English as an additional language have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English. We are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make to our school community.

Aims and objectives

The aim of this policy is to help ensure that we are successful in meeting the range of needs of our EAL pupils.

Thameside Primary School aims to be an inclusive school, and is committed to meeting the needs of pupils with English as an Additional Language. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Whilst being clear that EAL is not SEN 'special need' or a 'learning difficulty', we acknowledge that pupils with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation. Therefore we will endeavour at all times to:

- Ensure EAL pupils have full access to the curriculum (and other school opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL pupils fulfilling their potential.
- Provide our EAL pupils, particularly those who are International New Arrivals, with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

Context

Thameside Primary School has a large number of children with English as an additional language. In January 2021, 52% of our pupils were identified as 'EAL'. A total of forty nine languages, other than English, are spoken by pupils in our school, including Romanian, Polish, Bengali, Lithuanian, Spanish, Albanian, Panjabi, Urdu, Yoruba, Persian/Farsi and Portuguese. Currently the most common of these languages are Romanian, Polish, Bengali, Urdu and Lithuanian which account for 230 (29%), of our pupils. Additionally, we have 83 black African pupils speaking a variety of first languages, which represents 10% of the school population.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the achievement and inclusion of our EAL pupils. Currently, our Deputy Head Teacher and EAL HLTA, oversee the development and day-to-day coordination of EAL provision. The HLTA is supported by an additional LSA and together they work with a range of EAL pupils within KS1 and KS2.

Responsibilities of the designated EAL Coordination team include:

- Identifying level of support needed for incoming EAL pupils
- Providing support for parents
- Responding to requests from teaching staff for support for EAL pupils.
- Ensuring that EAL pupils are integrated into classes and have full access to the curriculum.
- Maintaining a register of EAL pupils
- Monitoring and tracking the progress of EAL pupils
- Bringing the learning needs of current EAL pupils to the attention of colleagues.
- Providing and maintaining a stimulating, supporting and relevant learning environment for EAL pupils who receive 1:1 or small group intervention support in our EAL learning room
- Continually developing provision of a range of resources to support acquisition of English language skills. This is to include bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language & literacy interventions.

Teaching and Learning Approach

At Thameside Primary School, we are aware that a number of our EAL pupils from other countries will have often had very different educational experiences in terms of length, focus and style of previous learning, and, if having moved countries, are undergoing the challenge and stress of social integration. Consequently, teachers and support staff are mindful of the need to nurture language development and to build stable and productive social groups within the classroom.

We employ various teaching and learning styles to help those children who are learning English as an additional language, to achieve their full potential. This will include:

- Providing additional visual support e.g. posters, pictures, photographs, objects, demonstration and use of gesture
- Providing additional verbal support e.g. repetition, alternative phrasing, modelling and peer support
- Small group or 1:1 intervention work outside of the classroom when deemed necessary (e.g. a new arrival who speaks/understands no English, provision may be made for a period of one to one focused support)
- Support from an EAL LSA in the classroom

- Use of language buddies
- Providing a range of reading materials that highlight the different ways in which English is used
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing
- Providing support through ICT, dictionaries and translators, readers and amanuenses

Assessment

The EAL HLTA and LSA carry out ongoing recording of attainment and progress in line with agreed school procedures. Data analysis is carried out to monitor progress and attainment of EAL pupils' in line with the school's Assessment Policy. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

When appropriate/necessary, contact will be made with the LA or curriculum helpline for specific guidance in relation to end of KS2. This is in addition to that given in the "Assessment and Reporting Arrangements" documentation.

Continuous Professional Development

Thameside Primary School will ensure that all staff are provided with access to CPD sessions focused on supporting EAL pupils across the curriculum. These will be arranged by the designated EAL Coordination team. In addition, Thameside Primary School will ensure those staff carrying out specific EAL roles have appropriate access to CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management and Line Management Meetings.

Special Educational Needs and pupils working at a high level of attainment

Thameside Primary School recognises that most EAL pupils needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to appropriate provision in line with the *SEN Policy*.

Similarly, we recognise that there may be EAL pupils who are working at a high level of attainment even though they may not be fully fluent in English. If an EAL pupil is identified as More Able, Gifted or Talented, he/she will have equal access to the school's MAGT provision.

Home/ School Parent Partnership

Thameside Primary School recognises the paramount importance of a positive partnership with parents, carers and the wider community. We strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers (*this is pre and post Covid normal practice*)

- Providing a comfortable and welcoming environment where parents/carers can discuss any concerns
- Ensuring shared knowledge and support via review meetings and parent evenings
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- Taking into account parents' knowledge, views and attitudes
- Providing parents with information on school policy, support and services provided by the school
- Celebrating and acknowledging the achievements of EAL pupils in the wider community
- Enlisting the help of parents with home activities designed to reinforce work in school, and help parents understand how they can support their children at home.