

EAL policy.

At Knighton Mead Primary Academy, we aim to ensure that all pupils with English as an Additional Language (EAL) should be able to access the curriculum and reach the same level of attainment that they would have reached in their main or other home language.

We will strive to raise the attainment of EAL pupils by:

- giving pupils with EAL, access to the curriculum, which is mainly in English, as quickly as possible.
- providing EAL pupils with frequent opportunities to hear and read good models of English.
- planning appropriate activities to extend their knowledge and use of English in different contexts.
- providing additional in-class and withdrawal support to EAL pupils as appropriate to their development and needs.
- developing an understanding of pupils' home languages and celebrating this through school initiatives such as 'Language of the Term'
- using visual and auditory resources including those identified by EMAS and the practice of Quality First Teaching.
- regularly assessing pupils with EAL to establish their needs and progress.
- ensuring pupils use English confidently and competently as a means of learning across the curriculum.
- making use of their knowledge of other languages to enhance the understanding of the whole school community, as appropriate.

Key Principles for Additional Language Acquisition

- All pupils have entitlement to the National Curriculum.
- Language is central to our identity. All languages, dialects, accents and cultures are equally valued and encouraged.
- Teachers and Teaching Assistants have a crucial role in modelling uses of language.
- 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; literacy in home language enhances subsequent acquisition of EAL. 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.
- A distinction is made between EAL and Special Educational Needs.
- Regular assessment of EAL Pupils
- Teachers use the NASSEA steps for assessing EAL pupils and record the information on the school tracker system. Assessments and progress checks are made within the wider school assessment, data collection and pupil progress cycles.
- As with any other pupil, if an EAL pupil is found to be experiencing significant difficulties, then a referral will be made to the Inclusion Leader.

Specialist EAL Teaching Assistant

At Knighton Mead, we are fortunate to have a full-time member of staff who is trained and highly skilled in supporting EAL learners. Through regular liaisons with teachers and from data analysis, a timetable is devised to support those children with the greatest need.

Role of the EAL Teaching Assistant:

- To support class teachers in providing opportunities for EAL pupils to access the curriculum to the best of their abilities.
- To welcome and support all families who speak English as a second language.
- To provide additional support to EAL pupils, sometimes alongside non EAL pupils, as appropriate, whether in the classroom, or in small groups outside the classroom.

Integration of new pupils into the school

- All new parents and pupils meet with the Attendance Officer and a member of the Removing Barriers to Learning team. This meeting includes a tour of the school and other classes in order to meet other pupils and class teachers. Other members of staff may lead the tour of the school.
- On joining the school, parents of all pupils will complete forms which gather data on languages spoken at home, nationality, country of birth and the child's first language, details of previous schooling, in the UK and/or abroad; religious and cultural background in addition to other relevant data.
- The administration staff are available to support parents with the completion of these forms.
- Parents will be given a copy of our school information pack translated in English and their first language where possible.
- Parents will be offered translators for Parents Evenings where possible.
- Class teachers will be advised of new arrivals in advance and given a detailed summary of the information that we have about the child.
- On the first morning at school, class teachers will clarify procedures such as lining up at start of day and pick up at end of day. Teachers will also assign new pupils a buddy who will support the child throughout the first week (longer if necessary). The buddy will ensure that the new pupil has a friend to play with at play times and direct them to the toilet, lunch hall, etc.
- All school staff, including Class Teachers, Teaching Assistants and Lunch-Break Supervisors will be made aware of the linguistic needs of new EAL pupils.
- Early Stage EAL pupils in Nursery, Reception and year 1 will be given frequent opportunities to develop their speaking and listening skills. This also allows them to improve their social interaction in an environment where they can choose from a range of child-initiated activities including role play, painting, construction, puzzles, games and exploring the outdoor environment.
- See appendix 1 for flowchart for new arrivals to school.

Teaching

Class teachers are responsible for:

- producing effective planning that identifies the key role of all support staff
- allowing for collaborative group work
- providing frequent opportunities for speaking and listening
- providing effective role models of speaking, reading and writing
- providing additional verbal support e.g. repetition, alternative phrasing, peer support, pre-learning vocabulary
- offering additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- making use of bilingual resources e.g. dictionaries, online support, bilingual pupils, texts, key word lists/mats, etc.
- making writing frames available, appropriate to tasks
- timetabling opportunities for role play and child-initiated activities
- encouraging discussion before and during reading and writing activities, using home language where appropriate
- reviewing texts and speech in all subjects prior to teaching with a view to preparing for explanations of unfamiliar vocabulary and phrases.
- using a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical, etc.
- modelling/correcting the use of children's grammar [spoken and written], as appropriate, and allowing them time to repeat corrections to the teacher.

Cultural Inclusion

We believe that all children should be given the opportunity to explore, discover and celebrate a range of cultures within school. Our vision is to actively encourage an ethos of respect and tolerance, which is supported through our Character Muscle approach.

Our annual planning cycle makes provision for celebration assemblies and celebrating cultural diversity.

Appendix 1 - new child induction - a flow chart

