



St. John's Catholic Primary School

English as an Additional Language Policy

Introduction

The staff and Governors of St John's are fully committed to providing quality education for all pupils, based on equality of opportunity, access and outcomes. We recognise the difficulties and potential underachievement of children speaking English as their second language when compared to their peers and are committed to implementing the principles and practice recommended by the Ethnic Minority Achievement Team.

Statement of Aims

The school provides an education for all which acknowledges and is enriched by the diversity of ethnicity and culture of its pupils. The school has high expectations for all its pupils.

We aim to ensure that all bilingual pupils are able to:

- use English confidently and competently.
- use English as a means of learning across the curriculum.
- where appropriate, bilingual children are encouraged to use their first language.

The Context of the School

The school is situated in Horsham, a small town in West Sussex. The children attend school from a wide catchment area. There are currently over thirty different languages spoken at the school. There are 63 pupils out of a role of 204 who have English as an additional language. Of these 63 we have identified 33 as currently needing additional support.

Key Principles

'Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of

subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.'

(National Curriculum, Inclusion Statement Section 3.6 - 3.8b)

Research indicates that although it takes two years to acquire basic communication skills in English, it takes at least five years to acquire communicative academic language proficiency in another language. Consequently, the teaching staff at St John's realise that this has implications for teaching and learning as the pupil moves up the school.

Strategies are in place for supporting EAL pupils' access to the mainstream curriculum (see Appendix 1). The learning environments within the school are supportive and stress free in recognition that newly arrived pupils need time to tune into their new language and develop the confidence to use it in order to be able to communicate with others.

Teachers will consider opportunities for language learning when planning throughout the curriculum.

Training for Staff

The Ethnic Minority Achievement Team provides a range of training opportunities for teachers and teaching assistants. The team can be contacted at their base at the Mill Primary in Crawley Tel: 01293525320 .FAX 01293538334

Training for Teaching Assistants at St John's is ongoing.

Planning, Monitoring, Evaluation and Record Keeping

When an EAL advisor is in school, class teachers and the advisor plan together to support the learning of EAL pupils. Pupils' progress is rigorously monitored through target setting and continuous assessment.

The Inclusion Co-ordinator works with all staff to ensure that records of all pupils are maintained and information is passed on from class to class as pupils progress through the school.

Special Educational Needs and Gifted and Talented Pupils

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

'The identification and assessment of the special education needs of children whose first language is not English requires particular care. It is necessary to consider the child within the context of their home, culture and community.'

(SEN Code of Practice, 2001:5.15)

The School is aware that there may be EAL pupils who are gifted or talented even though they may not be fluent in English.

Resources

Resources that are available in school are adapted to support bi-lingual pupils in accessing the curriculum. During the current academic year, an EAL adviser from EMAT is available to offer guidance and support for staff.

The use of pupils' first language is encouraged for social, cultural, economic and linguistic reasons. Research has shown that pupils who continue to maintain their mother tongue achieve better results. Pupils who are literate in their first language also make better progress in their acquisition of literacy in English.

Resources reflect the cultural and linguistic diversity of the world in which we live, (see Appendix 2 for a list of useful websites).

Parents, Carers and the Wider Community

The school has established good links with the community it serves. A Welcome Mass or Liturgy is held every year for pupils new to St Johns and parents/carers are regularly invited to class assemblies, open days and coffee mornings.

Admission/Induction Process

The school provides a welcoming environment for newly arrived parents/carers and their children. (Refer to Welcome Policy for EAL Pupils). The admission form supports the school in ascertaining home languages and previous educational experiences of pupils. A follow up meeting with parents is requested after a settling in period, when parents/carers have the opportunity to learn more about the school and the school can acquire more relevant information pertaining to the pupil's education.

Staff Development

The leadership team monitors planning and assessment to ensure inclusion throughout the curriculum. Staff are observed regularly to inform their CPD. There are professional development opportunities available to staff via EMAT.

Policy Review .

The contextual information contained in this policy will be updated annually. The effectiveness and usefulness of this policy will be reviewed annually.

Dated: April 2014

Strategies to help the EAL pupil in the classroom

New Arrivals

- Make sure the pupil knows your name. Introduce yourself and write it down for him/her.
- Also make sure the class and all adults working in the class know how to pronounce the pupil's name.
- Demonstrate the meaning of instructions such as 'sit down', 'stand up', 'come here'.
- Do not worry if the beginner says very little at first. This is normal. Plenty of listening time is important when starting to learn a new language. There should be emphasis on communication rather than correction until the pupil is more confident in English.
- Involve the pupil in routine tasks such as giving out books and equipment.
- Wherever possible, include links within the curriculum to the culture and language of newly arrived pupils.
- Give the pupil opportunities to listen to the sounds and patterns of English, for example through audio tapes.
- Assign the newly arrived pupil an empathetic buddy who can look after him/her during interval and lunch times.
- In the class pair the pupil with a pupil who is a good language role model in order to help their acquisition of English.
- Link child with other speakers of the same language
- Ensure the pupil is placed in appropriate groups. Be aware that their ability in a particular subject may well exceed their ability to express themselves in English.

Strategies in the Classroom

- Provide lots of visual support such as artefacts, pictures, videos, computer programmes and so on, to help comprehension.
- Identify the key vocabulary and language structures of the text/activity. Model or demonstrate the use of key vocabulary and language structures. TAs could go over key vocabulary prior to a lesson. Use digital photographs to teach key vocabulary.
- Although the pupil cannot be expected to understand the content of all the lessons, do try to give him/her a meaningful task that is related to the lesson.
- Integrate the pupil into the class activity as far as possible, while differentiating at his/her level. If they are to maintain confidence, pupils need to feel they can complete a task, such as copying words or sentences under pictures; matching pictures to names, words or sentences; filling in missing words; sequencing; text marking; labelling; matching sentence halves; filling in tables and grids; giving yes/no, true/false responses.
- Pupils not familiar with the alphabet will need help with handwriting and correct use of capital and lower case letters.
- Provide opportunities for the pupil to repeat and produce the language in context, for example through well-planned pair or group work. Pair pupil with a good language role model.
- Encourage the use of bilingual and/or picture dictionaries.
- Encourage the use of home language for content learning, discussion and the development of new concepts. Support for the first language will enhance, not hinder, the acquisition of English. Pupils who are literate in their first language tend to make faster progress than pupils who are not. They should be encouraged to use these literacy skills to support their learning.
- The pupil could develop his/her own personal word lists.
- Using writing frames, word banks and sentence banks provides scaffolding to support learner independence and to model the language to be learned and practised.

On-line resource sites:

[West Sussex Grid for Learning Ethnic Minority Achievement Team \(EMAT\)](#)

West Sussex Grid for Learning with links to EMAT and strategies to support the learning of minority ethnic and bilingual pupils

<http://www.emaonline.org.uk>

Online resource base from Birmingham, Leeds and Manchester LEAs for BME pupils, including pupils with EAL

<http://www.blss.portsmouth.sch.uk>

Portsmouth Ethnic Minority Achievement Service's site includes links via Quick Menu to access pages on translation, ICT and EAL, and support strategies for learners of EAL

<http://www.ealinhounslow.org.uk>

Click on Inclusion/Access/EAL menus to access Hounslow Virtual Education Centre, including useful web links and a wide range of foundation stage teaching resources including bilingual stories and word lists

[Other Languages - Parents Centre](#)

Site especially useful for parents new to the UK, as it provides links to translated publications in 11 languages about schooling, childcare, courses for 14-19 year olds, bullying and other issues)

<http://www.qca.org.uk/8476.html>

QCA 'Pathways for New Arrivals' site helps teachers respond to the needs of pupils newly arrived from overseas, providing background information on migration, countries of origin and children's entitlements, guidance for promoting educational achievement and case studies of good practice.

<http://www.standards.dfes.gov.uk/ethnicminorities>

DfES site for guidance on supporting ethnic minority and bilingual pupils

[The Standards Site: Pupil Mobility Programme](#)

Enables a PDF version of the 2003 publication, 'Managing Pupil Mobility: A Handbook for Induction Mentors' to be downloaded

<http://www.cre.gov.uk/>

Commission for Racial Equality website, click on 'Good Practice' and Education

<http://www.naldic.org.uk/ITTSEAL2/>

National Association for Language Development in the Curriculum: Working for Pupils with English as an Additional language website

On-line sites for ordering resources, including books, audio CDs, CD-ROMs, multilingual signs etc.:

www.mantralingua.com

For multilingual resources, audio CDs, CD-ROMs, how to produce multilingual 'Welcome' booklets etc.

<http://www.schoolslinks.co.uk>

Online resource base that has free downloadable multilingual posters in many languages

www.letterboxlibrary.com

Equality and diversity in children's books

www.festivalshop.co.uk

For multi-faith, multicultural and citizenship resources

www.parrotfish.co.uk

For educational resources from around the world

www.persona-doll-training.org

To order Persona Dolls, books, games and posters designed to raise equality issues and counter stereo-typical and discriminatory thinking with young children and to book training

On-line sites for translations:

[West Sussex Intranet: Interpretation Services](#)

Provides advice and guidance on resources available for face to face communications, telephone interpreting or translation of text.