

English as an Additional Language (EAL) Policy

Date	Review Date	Lead in School
May 2019	May 2020	Shaheda Khanom

At Buttercup Primary School we provide an education for everyone, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of our pupils. We believe that the curriculum must reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all children.

We provide equality of access to the curriculum for all our pupils, including those for whom English is an Additional Language. This is achieved by a whole school approach and by the direct language support from teaching support staff providing EAL support.

We believe we have created a learning environment that allows all children to experience, understand and celebrate diversity. A learning environment that includes a varied range of teaching and learning strategies, multicultural and multilingual resources, displays and whole school celebrations that embrace a wide range of world cultural events.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Definitons

This policy focuses primarily on meeting the needs of children who have arrived at Clarksfield School with little or no command of the English language. For the majority of these children this is a result of international migration; however this might not always be the case. There are also other factors that need to be taken into consideration when deciding upon what constitutes an EAL learner.

For the purpose of clarification the following terms are used in school:-

New Admission – A child arriving in school who has prior knowledge of the English education system. They have already attended another school for a sustained period of time and are able to access the curriculum at a level that can be assessed by means other than the QCA EAL scales. In the case of children in the Nursery and Reception classes this may be their first experience of school solely due to their age. *It is important to note that we have children in the school who are New Admissions and also EAL learners, but are significantly fluent be able to access in English to the curriculum at age related expectation.*

EAL New Admission – A child arriving in school who has some prior knowledge of the English education system, but has not been enrolled in an English school for a significant period of time. They have limited spoken and written English and need to be assessed using the QCA EAL scales.

EAL New Arrival - A child arriving at school who is new to the English education system and for whom English is not their first or home language. They have limited to no spoken and written English and cannot be assessed apart from using the QCA EAL scales.

Our **EAL New Arrivals** and **EAL New Admissions** can also be described as:-

- **International migrants** – including refugees, asylum seekers and economic migrants from overseas
- **Internal migrants** – including pupils joining the school as a result of moving home within the UK. This may include Gypsy Roma and Traveller pupils
- **Institutional movers** – pupils who change schools without moving homes, including exclusions and voluntary transfers, and fair access pupils
- **Individual movers** – pupils who move without their family, for example looked after children and unaccompanied asylum seeking children

All children for whom English is not their first or home language are EAL learners

They are classified as follows:-

EAL Beginner – Up to 2 years of schooling in the English Education System

EAL Early Stage - From 2 years to 4 years of schooling in the English Education System

EAL Advanced Stage – From 4 years to 7 years of schooling in the English Education System

Aims

The aims of this policy are to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language.

- To identify and provide for the language and learning needs of individual pupils.
- To enable pupils to gain full access to the curriculum.
- To develop strategies to allow pupils to achieve their full potential, with the ability to express themselves confidently in both spoken and written English, in a range of situations on a variety of subjects to differing audiences..
- To raise achievement of all EAL pupils.
- To support learning at home and develop an awareness of the English education system, of which their child is now part, by working in partnership with parents.
- To gather accurate information about EAL pupils' backgrounds and educational experiences to ensure that the knowledge, experience and skills they bring are acknowledged and seen as an asset to build upon.
- To create a school environment that reflects and celebrates the multi-lingual nature of the pupils.

Responsibility for the Policy and Procedure

Role of the Proprietor

The Proprietor has:

- appointed a member of staff to be the EAL Coordinator;
- delegated powers and responsibilities to the Head Teacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- Will ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head Teacher

The Head Teacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Standards Committee and School EAL coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report to the Proprietor on the success and development of this policy

Role of the EAL Coordinator

The coordinator will:

- liaise with school staff and outside agencies regarding placement, assessment and teaching strategies;
- support staff in the teaching and integration of EAL pupils;
- ensure that all EAL data is collated when required;
- monitor the provision of EAL;
- devise priorities for an annual Action Plan;
- will report to the Head teacher on the success of EAL;
- attend and deliver appropriate training sessions on EAL;
- report any concerns to the Head Teacher that they have on any aspect of the school community.

Role of Class Teachers

Class teachers will:

- plan work to match a pupil's stage of fluency and to include opportunities to develop their use of English;
- set realistic and achievable targets;
- liaise closely with EAL support teachers and the EAL coordinator;
- monitor the effectiveness of any EAL pupil with a Learning Inclusion Plan periodically;
- assist in the collection of EAL data;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on EAL;

- report any concerns they have on any aspect of the school community

Role of the EAL Support Staff (Learning Mentors and Teaching Assistants)

The EAL support staff will:

- work closely with the EAL coordinator and teaching staff;
- support identified EAL pupils to access the curriculum

All staff have a responsibility for supporting and encouraging pupils to become fluent English speakers and for communicating school expectations for Speaking and Listening through modelling good use of English, in extending sentences and encouraging pupils to do the same.

Integration of EAL Pupils

The school will:

- provide a welcoming and supportive environment; including where appropriate an induction meeting with a home language interpreter;
- work closely with families to make them feel confident in approaching school to find out about their child's education, including access to interpreters;
- provide any necessary information about school life at Buttercup Primary school, if necessary organising translation;
- provide a school mentor; to meet and greet and as a point of contact;
- find, where possible, a pupil 'buddy' who speaks the same home language;
- provide information to staff on the linguistic needs of EAL pupils.

Assessment of EAL Pupils

The school uses the QCA EAL scales, based on 'A Language in Common: assessing English as an additional language', published by the QCA in 2000.

These assessments are relevant for pupils from Year 1 to Year 6 whether they are newly arrived in England, or are at an early stage of learning EAL. Bilingual pupils in the EYFS are assessed using the EYFSP.

An initial assessment is carried out after the pupil has settled in, generally after two weeks. The QCA EAL Steps describe levels of EAL development below National Curriculum English Level 2.

Progress is monitored at each assessment week, currently on a ten week cycle and is the responsibility of the class teacher in partnership with the SLT.

Assessment of EAL pupils is to ensure progression and appropriate access to the curriculum. The school monitors closely the progress of EAL. 'Target pupils', who are not making significant progress as identified by the tracking system are provided further support in accessing the curriculum through a 'Learning Inclusion Plan' supported by a Learning Mentor or Teaching Assistant.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, Headteacher to the Proprietor.

Headteacher:	R Begum	Date:	09/05/2019
Proprietor :	Nadeem Rehman	Date:	09/05/2019

Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy												Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)														
English as an Additional Language (EAL) Policy	To raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language														✓														
This policy affects or is likely to affect the following members of the school community (✓)	Pupils			School Personnel			Parents/carers			Proprietor			School Volunteers			School Visitors			Wider School Community										
	✓			✓			✓																						
Question	Equality Groups															Conclusion													
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	

Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
R Begum	May 2019	N Rehman	May 2019