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| **English as an Additional Language (EAL) Policy** |

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| **Date** | **Review Date** | **Lead in School** |
| **April 2020** | **April 2021** | **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 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.

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| **Headteacher:** | R Begum | **Date:** | 29/04/2020 |
| **Proprietor:** | Rena Begum | **Date:** | 29/04/2020 |

**Initial Equality Impact Assessment**

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| **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** | **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** | **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** | **Yes** | **No** |
| **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |

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

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| **Preliminary EIA completed by** | **Date** | **Preliminary EIA approved by**  | **Date** |
| **R Begum** | **April 2020** | **R Begum** | **April 2020** |