



ORCHARD PRIMARY SCHOOL

Ethnic Minority & EAL Policy

ORCHARD PRIMARY SCHOOL

Ethnic Minority and English as an Additional Language Policy (EM/EAL)

These pupils will be referred to as EM/EAL pupils and additional support is available for these pupils through the Ethnic Minority Achievement Grant (EMAG).

Statement of Commitment

- Orchard Primary is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of ethnic minority pupils who are at risk from under achievement.
- The focus and use of additional support time is seen as an integral part of curriculum and lesson planning.
- Orchard Primary will ensure that the teaching of EM/EAL pupils will be based on an accurate knowledge of pupils' needs and attainment and include ways of monitoring the effectiveness of overall provision.
- The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of the curriculum.
- All languages, dialects, accents and cultures are equally valued.
- Orchard Primary has an action plan for Equality and Diversity that show the areas we are currently working on (see Equality & Diversity Policy).

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

- use English confidently and competently
- use English as a means of learning across the curriculum
- where appropriate, make use of their knowledge of other languages.

Orchard Primary School – Annual Audit

Orchard Primary School carries out an annual audit of EM/EAL pupils each **Autumn Term** identifying EAL STEPS and home languages. This audit is submitted to the Local Authority to determine funding and informs EM/EAL provision within the school. This is in addition to other assessment processes (see Assessment Policy). The school carries out regular data analysis of EM/EAL pupils using our extensive data base system. This enables the school to track all pupils comprehensively and monitor their progress. This information is used to inform future interventions and support to ensure all children make a minimum of expected progress.

EAL Support

- One HLTA member of staff, funded by the EMAG grant, will give additional support to pupils needing EAL intervention.

Assessment and Target Setting

- Statutory Assessment – the school will ensure that all EAL pupils have access to statutory assessment on entry and then ongoing through EAL steps (see Appendix for Bexley QCA scale) making full use of special arrangements and first language assessment as appropriate.
- EAL Assessment – staff will assess the needs of EAL pupils identifying pupils' level of English (EAL STEPS).
- Target Setting – staff will ensure that appropriate targets and outcome measures are set for identified EAL/EM pupils, in consultation with EMAS staff, and these are set in line with EAL STEPS alongside EYFS/National Curriculum levels and are reviewed each term.

Special Educational Needs (SEN) and Gifted & Talents (G & T)

- EAL/SEN – the school recognises that most EM/EAL pupils needing additional support do not have SEND needs, However, should SEN needs be identified during assessment, EM/EAL pupils will have equal access to school SEN provision. Similarly, the school recognises that there may be EM/EAL pupils who are Gifted & Talented, even though they may not be fully fluent in English.

Teaching and Learning

- Pupils who are EAL learners are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as subject content.
- Classroom activities have clear Learning Objectives and appropriate support and resources are deployed to ensure all pupils are able to participate in lessons.
- Planning and Differentiation – the school will provide a system for staff to share planning with the HLTA teacher every term. Plans will identify differentiated learning opportunities matched to EM/EAL pupils' needs.
- All teachers should structure lessons appropriately and use language in ways that support and stimulate development in English to meet the special needs of EAL pupils. This applies to all staff involved in teaching, instruction or providing support for learning.
- Children who are withdrawn for support will complete work in class books whenever possible.
- Literacy and Numeracy – EM/EAL pupils are entitled to full access to the National Literacy and Numeracy strategies. Staff training will include specific focus on the inclusion and particular challenges for EM/EAL pupils from beginners through to advanced EAL learners.
- EAL Resources – the school will provide appropriate teaching materials based on identified needs linked to the School Action Plan and Equality & Diversity Action Plan.
- Professional Development – the school will enable staff to undertake appropriate professional development to meet the needs of EM/EAL pupils. This includes whole staff training and the EMA co-ordinator attending regular Local Authority meetings. The school plans training and support for staff based on their individual skills, knowledge and needs.

Monitoring and Review

- Achievement and Database – the school data will include relevant information on EM/EAL needs, support, achievement and progress (including EAL STEPS in English). This will enable the school to monitor National Curriculum levels.
- Bexley Ethnic Minority Achievement Service, Lead Advisory Teacher will monitor the schools provision each school year.
- The School Development Plan will incorporate action plans and reviews relating to raising the achievement of EM/EAL pupils and underpinning the schools' Equality & Diversity School Policy.

Pastoral

- Admissions – we will provide a welcoming admission for all pupils and where needed in the case of newly arrived pupils and families with EAL, additional measure including an interpreter will be organised. The Bexley Ethnic Minority Achievement Service will support the school with the admission and induction process.
- Parental Links – the above process and access to the full range of parental involvement will be supported by means of accessible communication strategies, translations and one to one meetings to support families.
- Refugees and Asylum – Orchard Primary has not received any refugee and asylum seeking pupils, however, all staff are committed to provide a safe and secure environment and will seek to support families who may require help. Bexley Minority Achievement Service will support the school and individual families from refugee and asylum seeking backgrounds.

Reviewed Autumn Term 2014

To be reviewed Autumn Term 2016

Appendix A EAL STEPS Assessment Guidance
Appendix B EM/EAL additional information

APPENDIX B – EM/EAL ADDITIONAL INFORMATION

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts cross the curriculum.
- 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.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.
- The school applies the three principles of inclusion as identified in the National Curriculum handbook.
- A distinction is made between EAL and Additional Educational Needs.
- Language is central to our identity. Therefore, 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 and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Strategies

Staff use support strategies to ensure curriculum access.

- Collaborative group work.
- Enhanced opportunities for speaking and listening.
- Effective role models of speaking, reading and writing.
- Additional verbal support – repetition, alternative phrasing, peer support.
- Additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture etc.
- Bilingual resources e.g. dictionaries, online support, bilingual staff/pupils, texts, key word lists.
- Writing frames, directed activities related to texts (DARTs).
- Opportunities for role play.
- Pupils receive regular feedback from staff.
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts.
- Discussion is provided before and during reading and writing activities, using preferred language, where appropriate.
- Where possible learning progression moves from concrete to abstract.
- Further support for pupils' language development is provided outside the formal curriculum e.g. in assemblies, school clubs, homework clubs etc.

Resources

- Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.
- Displays and resources reflect linguistic and cultural diversity.
- A range of resources are used to support pupils' linguistic development e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software etc.
- Assessment materials use images and texts which are appropriate for all pupils.