

GOLDINGTON GREEN ACADEMY



EAL Policy

Statement of Intent

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Safeguarding Children

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being

drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Policy Statement

Goldington Green Academy has a significant number of pupils who use English as an additional language. We recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

1. Pupils learning English as an additional language are entitled to the full National Curriculum. English is best learnt through the curriculum and pupils are encouraged to play as full a part as possible in class activities from the start.
 2. All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately.
 3. Accurate information on pupil's needs, attainment and progress should be maintained in an accessible and manageable form.
 4. Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties.
 5. Pupils will continue to need support with specific subject and academic language for longer than the two years it normally takes to become proficient in the social forms of English.
 6. Resource costs for supporting EAL pupils need to be identified and linked to the needs and learning targets for pupils.
 7. A named person will be responsible for EAL. Currently this is Tracy Wilson.
- This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils.

Guidelines for Good Practice

Home / School Links

The importance of home/school links cannot be underestimated. If necessary parents need to be helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school.

Interpreters may be necessary to achieve:

- Completion of Entry Form with parents;
- Good communication with Year R home visits;
- Translation (if necessary) of pupil progress;
- Attendance of parents at teacher/parent meetings.

Data Collection

1. The Class Teacher will identify a stage of attainment for EAL pupils using the NASSEA Assessment Framework and teacher Assessment. This can also include the DFE English Proficiency Scales.

Needs and areas for support will be identified on Tracking Forms.

Targets will also be made by class teacher.

2. If a Bi-Lingual Assistant is needed for an EAL child she/he will make an assessment of the child's first language ability.

3. The EAL Leader and Inclusion Manager will analyse and monitor performance of EAL pupils in comparison with the school as a whole.

Integration into the school of EAL pupils at the early stages of acquiring English

- New pupils should feel welcomed with a special friend (who speaks the same language, if possible) and an identified Supervisory Assistant to look after them at play / lunch times.
- We will ensure a supportive environment with signs and books in the classroom in multi-lingual format and encouraging children and families to share their culture, language and religion.
- EAL pupils need effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, nonthreatening contexts will enhance progress in all areas.
- Pupils in the early stages of learning English who are literate should be encouraged to record work in mother tongue, transferring to English as they become more proficient.
- EAL pupils should be taught subject specific vocabulary for Mathematics, English, Science, History and Geography units as well as for other subjects where appropriate. Class teachers are responsible for providing lists of vocabulary to clerical staff within one week of the child arriving in school. EAL support will assist in delivery.
- All school staff, including TAs and Supervisory Assistants, will be made aware of the linguistic needs of individual EAL children.

The Role of the Class Teacher

- Teachers are responsible for data collection and completion of Tracking and Target Forms to identify needs of EAL pupils.
- Teachers will develop strategies to support English language development, as identified on Tracking Forms. This should include prompts to the teacher on weekly plans across the curriculum.
- Teachers are responsible for planning tasks to ensure effective use of Bi-lingual Assistants where applicable
- Teachers will review tasks and pupil progress with the EAL Leader and monitor these arrangements at regular intervals (each half-term).
- Where an EAL Pupil is also a SEN pupil the general learning difficulties will be referred to in the Individual Provision Plan.

The Role of the EAL Leader

- The EAL Leader will liaise with outside agencies on issues of placement, assessment, and teaching strategies.
- The EAL Leader will support staff in the teaching of EAL pupils. This will include

- support with planning, demonstration teaching, and support with assessment.
- The EAL Leader is responsible for ensuring that EAL data collection procedures are carried out.
- The EAL Leader and Inclusion Manager will monitor EAL provision across the curriculum.
- The EAL Leader will keep up to date with all relevant training and research/publications relating to EAL and Ethnic Minority Achievement.

Resources

Class teachers source resources with support from the EAL Leader

The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences resources will include:

- The Learning Village
- Dual Language books in Rainbow room, the library and available as e books
- Multi-lingual signs and posters around the school and classrooms.
- Dual Language stories, poems, songs.
- Dual language I.T. programmes.
- Language and vocabulary games.
- Use of interactive boards and internet resources.

Success Criteria for this Policy:

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.
- Parents are happy to approach the school and feel involved in the learning community.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population.

Monitoring this Policy

- All staff are responsible for implementing this policy.
- The EAL Leader and Inclusion Manager will collect and analyse EAL data.
- The EAL Leader and Inclusion Manager will review this policy and report any changes to the staff and governors.

This policy should be reviewed in conjunction with the EAL Induction Policy.

Reviewed 1st November 2019