

Welsh House Farm Community School and Resource Base Policy for English as an Additional Language (EAL)

Introduction

Welsh House Farm recognises that an EAL Status is dependent on which language was learned first by a child. In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

We are thrilled to have been recognised officially as a School of Sanctuary, receiving our award in July 2017 and continue to build upon our City of Sanctuary network to further improve provision and outcomes for children and parents who have English as an Additional Language .

Aims and Objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010. Staff at Welsh House Farm aim to follow the guidelines issued by the DfE for the Autumn Census (2016) by ensuring that all children with EAL have been assessed using the EAL Proficiency Codes.

Teaching and Learning

At Welsh House Farm, we value each child as a unique individual. There are robust procedures in place to support children with EAL and those newly arrived:

On entry to Welsh House Farm, our induction process identifies children with EAL and their circumstances so that support can be arranged with immediate effect. Our family support worker is onsite and is able to support parents and sign post if necessary.

Welsh House Farm follows an amended Pupil and School Support induction process to support parents and children. Interpreters are requested for meetings if appropriate and for initial induction and consultations. They follow a format designed to support the emotional wellbeing of the pupils as well as educational. Survival language is translated into home languages for staff to use as well as correspondence to parents and our EAL parents are specifically targeted to attend school events. Visual school booklets have been designed to support parents and pupils in identifying staff with visual prompts around the school. Welsh House Farm Buddies are assigned to newly arrived children in each class to ensure new children feel welcome.

The aim of this policy is to therefore help to ensure that we meet all the needs of those children who are learning English as an additional language. Teachers use various methods to help children who are learning English as an additional language, this includes the following:

Developing their understanding of spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English is structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing.

Ensuring access to the curriculum and to assessment by:

- Using texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, audio visual materials and dictionaries and translators, using their home language where appropriate or necessary.

In the Foundation Stage, we provide opportunities for children to develop their English and we provide support to help them take part in activities. The Foundation Stage helps children learning English as an additional language by:

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.
- Providing bilingual support to extend vocabulary; established Speech and Language provision to assess, support and monitor language development.

Our EAL intervention teaching assistant works with small groups throughout the school on a needs basis with the timetable reviewed regularly. Here, children follow a systematic intervention programme "Get, Set, Go!" which is supplemented by online resources from Racing to English and EMAS.

Welsh House Farm places high regard on our Buddy system. This is run by School Council and the EAL intervention teaching assistant. There are assigned Buddies within each class who are trained regularly. They are designated the role of supporting new children to Welsh House Farm.

The progress of children both academically and emotionally and socially is monitored regularly using the Pupil and School Support EAL toolkit and using intervention monitoring sheets.

We value cultural differences and celebrate them. Welsh House Farm follows a cycle of multicultural events and regularly holds Cultural coffee mornings whereby we share and celebrate the different cultures that are at our school.

Welsh House Farm is involved in the Open School Doors project from 2017-2020. This is an opportunity to share good practise across schools and throughout Europe, raise awareness and develop toolkits and training.

We continue to develop our provision across the school that supports our School of Sanctuary award.

Assessment

Children are closely monitored and tracked as part of our school tracking system supplemented where necessary by the EAL toolkit, Wellcomm assessments and against the National Curriculum. If necessary, we seek advice from the Pupil and School Support Service.

Learning Walks enable us to assess and evaluate the EAL provision. Development is achieved through the purchase of resources that specifically support our EAL Action Plan.

Monitoring and Review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Reviewed March 2018

Next Review March 2021