



Context

Approximately 89% of our school population has English as an additional language (EAL). The main languages spoken in the school are Gujarati, Punjabi, Hindi, Tamil, and Urdu. Recently however, a small number of children have been admitted speaking European languages.

Definition of EAL:

Our definition of EAL children is as follows:

A child is considered EAL if he/she is exposed to more than one language (which may include English) during his or her early linguistic development. This is irrespective of the child's proficiency in English.

The languages other than English spoken by pupils and staff are as follows. (February 2015)

Lang	Bengali	French	Gujarati	German	Kurdish	Polish	Hindi	Italian	Sinhala
Pupils	1	3	155	4	7	11	24	1	2
Staff		1	15						

Lang	Tamil	Turkish	Urdu	Pushto	Somali	Portuguese	Punjabi	Chinese
Pupils	39		23	1	1	6	38	1
Staff	1	1	2					1

As part of our MFL programme children from Year 2 to Year 6 are currently learning to speak French.

The ethnic composition of pupils and staff is as follows.

	African Asian	Other ethnic group	Mixed Background	Chinese	Indian	Other Asian	Black African
Pupils	2	18	16	1	156	152	9
Staff	0	1	0	1	0	20	2

	Pakistani	White British	White Euro.	White other	White & Asian	Total
Pupils	10	9	12	1	1	387
Staff	0	24	0	0	0	48

Aims and Objectives

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 Race Relations Act 1976.

EAL team

The EAL Leader has an overview of any newly arrived children and works alongside Language Support staff to assess/monitor pupils in order to ascertain their proficiency in the English language and where applicable in mother tongue. The EAL Leader is

involved in the New Arrivals Excellence Programme(NAEP) and aims to keep abreast of any new initiatives.

See ‘New Arrival Policy and Guidelines for Teachers’

Strategies include:

- joint long, medium and short term planning in year groups and units
- EAL Leader closely liaising with EAL Consultants in the central team and keeping abreast of new initiatives
- support staff teaching groups of children to develop oracy skills
- developing/adapting and preparing appropriate resources and materials
- assessing pupils on admission and contributing to ongoing assessment of pupil progress
- collaboratively agreeing targets for ethnic minority pupils
- contributing to whole school policy and curriculum development
- working closely with the SENCO to assess whether pupils have special educational needs or English language learning needs
- communicating with and involving parents in their children's learning
- maintaining pupil language development records and records of work
- advising on resources and maintaining a resource bank for the use of all teachers
- the use of ‘Eurotalk’ ICT based programme

The team aim to promote teaching styles and classroom strategies which particularly benefit EAL pupils. These include oracy, language groups and the use of children's home languages and collaborative learning activities.

New Arrivals

EAL/ NAEP Leader ensures that the new arrivals policy is followed and that new staff are made aware of the policy and supported in implementing it.

Teaching of Phonics:

The school is committed to raising standards in reading and teaches ‘Letters and Sounds’ in Foundation Stage and Year 1 as a phonics programme of work. Support Staff play a prominent role in implementing this programme, delivering lessons and assessing progress.

Inclusion

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN and More Able) whilst meeting pupils’ individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils’ interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion. Information on how we plan for accessibility for pupils with disabilities can be found in the School Improvement Plan.

Home-school links

Strategies are in place to

- Welcome parents into school
- Communicate with and involve parents in their children’s learning
- Promote a multi-cultural understanding in school

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