



Hadley Wood Primary School

English as an Additional Language and Ethnic Minority Achievement Policy

Date the policy came into effect	July 2022
Date of the next policy review	July 2024
Name of the person responsible for this policy	Fran Worby
Issued to	Staff, governors and parents
Date of issue	July 2022

English as an Additional Language and Ethnic Minority Achievement Policy

Our Vision...

... that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Rationale

At Hadley Wood Primary School, we are committed to providing a high-quality education for all children. We are an inclusive school and seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity or gender expression. We endeavour to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise and value that each child is a unique individual and we aim to provide support in a sensitive, caring manner to achieve personalised outcomes. This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language, EAL.

EAL Definition

Any pupil that speaks a language in addition to English at home falls into the EAL category. This includes children who were born in the UK and speak English fluently, if they also speak another language at home. It also includes recently arrived immigrants who speak no English at all.

Context

An analysis of recent school intakes show EAL pupil numbers are increasing and some require support to access the curriculum due to language barriers. Our EAL learners are not a homogenous group. They have a varied heritage from around the world and have different experiences of education and English. Consequently, all EAL pupils have a different level of need regarding the acquisition, use and application of English.

Aims

- To ensure that the provision at Hadley Wood School meets the full range of needs of all pupils including EAL and BME (Black and Minority Ethnic) learners. In line with the Race Relations and Equalities Act 2010.
- To provide all pupils with a safe, welcoming and nurturing environment where they are accepted, valued and encouraged to participate.
- To be proactive in removing barriers that stand in the way of EAL and BME pupils learning, achievement and attainment.
- To ensure EAL and BME pupils have equal access to the curriculum, educational opportunities and achieve their full potential.

Objectives

- To ensure that all pupils participate in the life of the school and gain access to appropriately planned and prepared curriculum provision.
- To ensure all pupils attain and achieve appropriate to their abilities.
- To seek and make use of relevant advice, guidance, support and training.
- To support EAL pupils' acquisition of English across the core curriculum.
- To give all pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give all pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.
- To give all pupils the knowledge and skills to use English to understand and produce written texts.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of EAL pupils' learning, progress and success. The Inclusion Manager, Mrs Bertram, is also the EAL/EMA coordinator and is responsible for coordinating, monitoring and maintaining an overview of the provision for EAL pupils. These responsibilities include:

- Being informed by staff of the identification of any EAL pupils
- Ensuring EAL pupils are integrated into mainstream classes and have full access to the curriculum
- Maintaining a register of pupils identified as EAL learners
- Attend LA network meetings and courses and cascade information to relevant staff
- Promote the provision of reasonable adjustments to support all learners
- Discuss regularly with the Headteacher and Year Group Teams the progress of EAL learners

Supporting EAL Learners

We draw on a range of strategies to support the acquisition of English and access to the national curriculum, including:

- Visual prompts
- Collaborative activities
- Role play, drama, songs, rhymes and stories with repetitive language
- Plan opportunities for speaking and listening including partner talk
- Pre-teach concepts
- Model and promote good listening skills
- Adapting language to meet children's needs
- Teach new vocabulary and language structures
- Visual and word labels for classroom equipment
- Use ICT programmes to promote and consolidate learning, e.g. IDL Literacy
- Create a strong parent school partnership

In the Reception class we organise the curriculum to provide a range of opportunities for all pupils to develop their English skills and adhere to the Statutory Framework of the EYFS to shape and reflect practice within our Early Years setting, including guidance to support EAL learners:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf

Partnership with parents/carers

At Hadley Wood Primary School, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. Parents/carers of EAL pupils will be afforded the same opportunities to become involved in the education of their child and the school community as all other parents. Where necessary, translators will be provided to facilitate communication between school and parents/carers.

This policy should be read in conjunction with the following school documents:

Assessment Policy

Learning and Teaching Policy

SEND and Inclusion Policy

Equal Opportunities

Policy written: July 2022

Policy review: July 2024