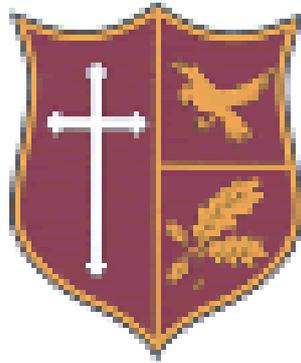


Bishop Ridley C. of E. Primary School



Policy for English as an Additional Language (EAL) Pupils

Mission Statement

Bishop Ridley Church of England Primary School is committed to ensuring that all its pupils feel safe, accepted and valued. The school is also committed to ensuring that all children for whom English is an additional language have access to adequate provision and resources. In order to facilitate this, the school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We strive to provide a welcoming admission process, in conjunction with the Bexley Authority's Admissions policy involving EMAS, School Staff and an interpreter, if this is required. Access to the full range of parental involvement will be supported by means of accessible communication strategies.

Context of School

A growing number of our children come from culturally and linguistically diverse backgrounds. This reflects the changing nature of the local area.

EMAS Support

Mrs Davies is EAL Coordinator for our school. She is responsible for:

- Facilitating EAL children's access to the curriculum
- Monitoring and assessing EAL children's progress against NC levels and EAL steps
- Providing advice and help with resources and strategies for differentiating class work for EAL children
- Helping to cultivate home/school liaison
- Promoting cultural diversity

Key Principles of Additional Language Acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to seven years
- Language develops best when used in purposeful contexts across the curriculum
- Teaching and support staff play a crucial role in modelling uses of language
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages
- A clear distinction should be made between EAL and Special Educational Needs

Assessment

EAL Assessment: The EAL Coordinator will liaise with the class teacher (and parent, if necessary) to assess the needs of EAL pupils and their levels of English (EAL Steps)

Target Setting: Staff will ensure that appropriate targets and outcome measures are set for identified EAL pupils, in consultation with the EAL Coordinator, where possible, and that these are reviewed regularly.

SEN: The school recognises that most EAL pupils needing additional English do not have SEN needs. However, should SEN needs be identified, EAL pupils will have equal access to school SEN provision.

Gifted and Talented: If EAL pupils are identified as Gifted and Talented, they will have equal access to the school's provision.

Teaching and Learning

Every child has the right to full and equal access to the school curriculum regardless of race, gender or religion.

EAL Resources: Although pupils in the early stages of acquiring English may receive some specialist language support, they spend the majority of their time in the classroom with their teachers and peer group. Additional resources are available in school to support the child in the classroom. Every class teacher has a 'New Arrivals Pack', which contains useful information, suggestions and strategies for EAL pupils. Every class teacher has also been provided with a folder containing a bank of teaching resources. In addition to this, each Key Stage has access to its own box of EAL resources. These boxes contain reference and story books and lists of words for English, Mathematics and Science in the pupils' mother-tongue, which give the English equivalent, as well as posters and labels that the teacher can put up in his or her classroom.

Staff Professional Development: The school will enable staff to undertake appropriate professional development to meet the needs of minority ethnic/EAL pupils. Staff training will include specific focus on the inclusion and particular challenges for EAL pupils.

Monitoring and Review

Achievement and Database: The school data will include relevant information on minority/EAL needs, support and achievement.

School Development and Review: The School Development Plan will incorporate Action Plans and Reviews relating to raising the achievement of minority ethnic/EAL pupils and working in collaboration with EMAS underpinning the school equal opportunities policy

Pastoral

Admissions: We will provide a welcoming admissions process, in conjunction with Bexley's Admissions policy involving EMAS, School staff and interpreter, if required.

Parental Links: The above process and access to the full range of parental involvement will be supported by means of accessible communication strategies such as translations.

Race Equality

Bishop Ridley Primary School will seek to prevent racist incidents through:

- Complying with 'Bexley's Strategy for Supporting Schools and Other Educational Settings in Combating Racism' and 'Guidelines for Reporting and Dealing with Racist Incidents in Bexley Schools and Other Educational Settings'
- Preventing positive images of diverse cultural traditions and life styles
- Celebrating diversity

Appendix

EMAS Record sheets