

English as an Additional Language Policy

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
July 2024	DP	No changes made		
June 2025	LC	Changes in personnel		

English as an Additional Language Policy

Aim:

To promote equality of opportunity for all learners who are New to English or for whom English is an additional language.

To deliver a broad, balanced curriculum which reflects the needs of children who are New to English or for whom English is an additional language.

Objectives:

- To support children and their families in settling into school
- To ensure all pupils New to English or for whom English is an additional language achieve their fullest potential in all areas of the curriculum
- To support all children in acquiring the skills needed to understand, speak, read and write English and to enhance their confidence and self-esteem.

Scheme of Work:

Pupils who are New to English or who have English as an Additional Language will be assessed on arrival in line with Redwood's 'New to English Assessment Process' (see attached), the 'Language in Common' document and 'Basic Skills Language Assessment'.

An individual 'Personalised Provision Plan' will be devised by an EAL Teaching Assistant in collaboration with the class teacher and, if applicable, the school SENCO / other relevant adults in school to support accelerated progress and access to the curriculum.

Method:

- Opportunities will be provided for New to English / EAL to work on a 1-1 basis or in small groups with an appropriate adult, according to need and stage of development in acquiring English.
- Bilingual instructors and class teachers will plan and differentiate for individual pupils' needs using the child's 'Personalised Provision Plan' to enable pupils who are New to English / EAL to access the curriculum and ensure accelerated language learning.
- Withdrawal arrangements for NtE pupils are limited and carefully monitored for impact to ensure full access to the curriculum. Interventions support inclusive teaching.
- There are planned opportunities for appropriate phonics and language teaching and for speech and language development and key vocabulary is taught to support learning.

- Class teachers will differentiate work carried out in class using a variety of strategies, e.g. pre-teaching, partner talk, buddying, modelling, electronic translation tools are used to support NtE / EAL learners in accessing the curriculum and making accelerated progress.
- Parents are regularly updated on their child's progress and positive steps are taken to address potential barriers to effective partnerships with parents, e.g. bilingual support, New Communities team
- The school learning environment is language rich and adapted to suit the varying language needs of learners.

Monitoring and Assessment:

Following initial NtE assessment and formation of 'Personalised Provision Plan', there will be a six weekly review with class teacher / EAL teacher. The 'Language in Common' assessment grid and targets will be reviewed. Next steps will be planned and provision amended accordingly. After the initial assessment period, the school assessment timetable will be followed (see assessment policy). Once children are Level 1 secure on the Language in Common, they can be assessed using general assessment criteria.

Health and Safety:

- All pupils will be made to feel safe, accepted and appreciated and our school ethos builds confidence and self-esteem through our welcoming and inclusive environment.
- On admission, time will be taken initially by staff, and then through a buddy system to ensure that pupils who are NtE or EAL know school routines, e.g. where to put their coat, where the toilets are, the use of water bottles, where to line up etc.
- Time will be taken to explain school routines to the parents of pupils with EAL, e.g. where to collect their child from, what equipment their child will need, how to contact the school office etc.

Resources:

Resources will be provided according to individual or group needs and tailored to fit the needs of the pupils. There is effective use of specialist knowledge and expertise, including bilingual skills. Resources are available for individual and small group use, including visual resources, reading books and ICT based resources, and the EAL lead can also support teachers with resources for use in the classroom.

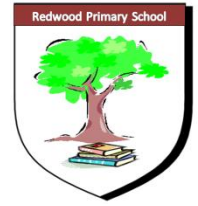
Equal Opportunities:

- The school is aware of its statutory duties under the Race Relations Amendment Act (2000) (see also Equal Opportunity Policy)
- NtE / EAL learners are represented in all aspects of school life such as sports teams, school council.
- Bilingualism and cultural diversity are valued through our school's physical environment and the attitudes of our staff and children.
- Cultural diversity is shared and celebrated within the school. Opportunities are created across the curriculum to emphasise the achievements and contributions of people from diverse ethnic backgrounds and to teach children to recognise and resist bias, stereotyping and racism.
- Provision is made to cater for pupils' individual needs in relation to culture, traditions, diet and language needs.

Policy Review: This policy will be reviewed in line with the School Policy Review Cycle.

Related Documents:

- Teaching and Learning policy
- Assessment policy
- Curriculum policy
- Equal Opportunities policy
- New to English Assessment Process (see below)
- Language in Common Document / Personalised Provision Plan (L. Clark)



New to English Assessment Process

Redwood Primary School June 2022

1. Child arrives in school. Meet and greet by Jillian Copen or other member of the admin team. Gather information from any previous UK school. Introduce family to the class teacher.
2. Child in class settling in period (up to 2 weeks, depending upon the child). During this time, class teacher gathers information for ongoing assessment. Note: assessment strategies may include paired or one-to-one reading or playground observations.
3. EAL teacher or TA to carry out EAL initial assessment document (EAL basic skills language assessment complete in 1 colour and then another colour at a later date).
4. Using the information from 2 and 3, class teacher and EAL TA to highlight the Language in Common assessment grid and, using a best fit approach, give an initial assessment level. (Step 0, Step 1, Step 2, Level 1 threshold, Level 1 secure) To be completed for Reading, Writing, Speaking and Listening.
5. Transfer any notes and initial assessment level on to Personalised Provision Plan.
6. Using assessment information, class teacher and EAL TA discuss appropriate provision to support the child's learning and inclusion and set targets to review.
7. Share with parents and discuss strategies for supporting at home. Note: ask parents before meeting if they have a friend/family member who can support with translation if necessary. Add any additional comments on to Personalised Provision Plan.
8. Personalised Provision Plan to be shared with other relevant adults in school, e.g. Phase Leader, Learning Mentor, TAs. If there are concerns about the child's learning or vulnerability, relevant people to meet to discuss ways of supporting child.
9. 6 week review class teacher and EAL TA. Review Language in Common assessment grid and review targets. Plan next steps / amend provision. Touch-base with parents.
10. After initial assessment period follow school assessment timetable. Once children are Level 1 secure on Language in Common, they can be assessed using general assessment criteria.
11. Code of Proficiency to be given (A, B, C, D, E) for monitoring access to English.