

POLICY STATEMENT: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Rationale

- The existing statutory framework (including 1988 and 1994 Education Acts and 1976 Race Relations Act) and the provisions of 'Every Child Matters: Change for Children' (DfES December 2004).
- Every child, regardless of ethnicity, has the right to a broad balanced and relevant curriculum and equal access to assessment procedures.
- As a school, we will work in partnership with the LEA, parents/carers, community groups and other agencies to ensure that every child from an ethnic minority is expected and encouraged to achieve their potential.
- With the **Ethnic Minority Achievement Service (EMAS)** and other LEA services we will ensure that whole school strategies are put in place to encourage:
 - the development of the cultural, religious and personal identities of all learners
 - an ethos of respect, with a clear and consistent approach to combating racism across the whole school, with a focus on prevention
 - high expectations, underpinned by the use of data to monitor the achievement of particular groups of children to pinpoint and tackle under performance of minority ethnic groups
 - effective support for bilingual learners
 - parents/carers and the wider community to play a full part in the life and development of the school
(Please refer to Appendix 1 – Ethnic minority achievement service, South Gloucestershire Council)
 - access to any appropriate social or ancillary benefits to which leavers may be entitled

OBJECTIVES

- The effective implementation of relevant acts and guidance across the whole school, seeking both to ensure equality of opportunity for all pupils and to eliminate prejudice and discrimination.
- To monitor the progress of all pupils, identifying needs at an early stage and providing high quality individual support wherever possible.
- To provide full access to the curriculum through differentiated planning by class teachers, Assistant Head (Student Support), the Learning Support Co-ordinator, and Teaching Assistant support, especially trained by EMAS.

- To involve pupils in any planning and decision-making that affects them.
- To involve parents/carers at every stage in the plans to meet their child's needs and maximise potential. A variety of strategies will be employed, for example, accessible communications particularly in written form, availability of bilingual staff for meetings and networks of parents.
- To provide specific input, matched to individual needs, for those pupils where English is not the first language.

GUIDELINES

A whole school approach is essential to narrow achievement gaps of minority ethnic pupils. Specific responsibility for the coordination of provision include:-

- **Governing Body**
The Governing Body as a whole is responsible for making provision for ethnic minority pupils whose first language is not English and this body receives regular reports from The Headteacher, Senior Management Board and from the Learning Support Coordinator.
- **Senior Management Board**
Assistant Head (AHSS) and Assistant Head Curriculum Innovation (AHCI)
- **Learning Support Coordinator**
- **Behaviour Support Coordinator**

Both the appropriate members of SMB and the LSC will track minority ethnic pupil progress and use data to pinpoint and tackle underachievement.

The main vehicles of monitoring will be through the termly **Student Support Group**, a multi-disciplinary body, and the issue of the **Individual Education Plan**.

(Appendix 2 – Recording information on an IEP)

- **Admissions**

The Local Authority publishes the admissions criteria which have due regard to the guidance given in a range of Acts and Strategies, some of which are listed previously.

However, on admission to the school, we will request information about the pupil's linguistic background. New EAL pupils are referred to EMAS who will carry out an initial linguistic assessment of the pupil to determine their language acquisition stage. There are four stages of language acquisition ranging from stage 1 (beginners) to stage 4 (fully competent).

- **Identification and Assessment of pupils whose first language is not English**

“A child must not be regarded as having a learning difficulty because the language or form of language of the home is different from the language in which he or she is or will be taught.”

Section 156, the Education Act 1993

Bilingual learners are no more likely to have special education needs (SEN) than any other pupils however, a bilingual learner will be included in the SEN audit of the school if his/her EAL needs are compounded by additional, identifiable special educational needs. In these cases, the identification, assessment and response to these needs will be put into place. While the usual range of evidence is collected through the school's assessment and monitoring arrangements, **(Appendix 3)**, additional information will be collected which may be more appropriate. **(Appendix 4)** which is a useful bank of filter questions for diagnosing EAL/SEN **(Appendix 5 – Resources which are useful)**.

- **Curriculum planning and the teaching process**

All pupils have curriculum learning needs but that bilingual EAL learners also have language learning needs.

The AHSS and the LSC will act as a contact point and source of information relating to EMAS. They will also attend relevant INSET and feed back to staff and parents.

The EMAS trained EAL teaching assistant will prioritise pupils who are at stage 1 and 2 of language acquisition through:-

- discussions with class teachers, to decide on the most effective strategies to promote their learning of English across the curriculum
- offering a range of learning situations, in the classroom, in small groups or one-to-one, as appropriate
- organising classroom activities so that EAL pupils can work collaboratively with their peers, in pairs or groups, where talk and interaction are central to the learning process
- the development of specific resources and differentiated materials, with dual language texts if appropriate, to enable them to participate in all classroom tasks.

- **Complaints**

Your child's Tutor/Year Head will work closely with parents at all stages in his/her education and should be the first port of call in case of any general difficulty; subjects leaders and LSC are additional points of initial, specific contact.

- **Evaluation**

The success of the school's EAL policy, in terms of both the effectiveness of provision, and value for money, will be judged against the objectives stated earlier and will be regularly reviewed.

March 2007

Judith West – Learning Support Coordinator

Rob Evans – Assistant Head (Student Support)

Eric Lyne – Senior Deputy Head