

PARK AVENUE GIRLS' HIGH SCHOOL

English as an Additional Language

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Educating Nurturing Inspiring

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Rationale

secondary school provides an education for all, which acknowledges, and is enriched by the diversity of ethnicity, culture and faith of its pupils.

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by direct language support from specialist teachers (EAL teachers), but also by a whole school approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

Aim

Children have full and equal access to the Curriculum, whatever their religion, ethnicity, and first language.

The aim of this policy is to set out how that access is achieved with regard to pupils for whom English is an Additional Language. The school will provide effective learning opportunities for all pupils by: setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

Good Practice in working with bilingual and multilingual pupils:

The school recognises the following factors as being central to progress for EAL pupils:

- Recognition of the importance of home language.
- Treating racism and bullying seriously (see Race Equality and anti bullying policies).
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include bilingual materials.
- Curriculum, which portrays positive images and role models.

Implementation of EAL Policy:

The role of EAL teachers includes:

- Induction of newly arrived EAL pupils.
- Initial assessment of English language proficiency.
- Providing in-class support to EAL pupils.
- Monitoring of EAL pupils' progress.
- Developing self-esteem of pupils.
- Liaising with teaching staff.
- Liaising with the pastoral care team.
- Provide advice on classroom strategies to support and include EAL pupils.
- Provide advice on inclusive curriculum materials.
- Provide advice on differentiation of work for EAL pupils.
- Promote, encourage and support with available means the maintenance and development of pupils' first language.
- Encourage and facilitate presenting pupils to first language national examinations.
- Develop partnership with parents.
- Liaise and develop partnerships with external agencies.
- Staff Development.
- Collaborative planning including advice on strategies and resources, inset courses, language needs assessment and linguistic, cultural and social background.
- Provide consultancy to staff on issues related to bilingualism and the learning and teaching of EAL pupils.
- Provide consultancy to staff on equal opportunity and race equality

Curriculum Principles:

The curriculum should reflect the ethnic and cultural diversity of modern Britain. Good education begins from sharing the experience that children bring to school from a variety of ethnic and cultural backgrounds.

The school's goal is to enable pupils from minority ethnic backgrounds to gain full access to the Curriculum and to develop strategies for recognising and overcoming any obstacles that prevent pupils from developing their full potential in school.

Curriculum Planning:

The needs of EAL pupils in accessing the curriculum need to be carefully planned, as does the provision of a balanced and positive multicultural education.

Teachers need to ensure that:

The language and learning needs of pupils are clearly identified and provided for.

- The language and learning demands of the curriculum are analysed and support provided.
- Visual support is provided for key concepts.
- Planning includes opportunities for first language activities in the classroom.
- The support requirements of pupils are identified.

Curriculum and Classroom Practice:

- Teachers should have high expectations of all pupils regardless of ethnicity, gender, or social background.
- Activities are matched to pupils' needs and abilities and have a clear sense of progression.
- There is evidence of development in oral communication and literacy through:
 - the awareness and utilisation of the children's first language expertise.
 - provision of scaffolding/writing frames.
 - using story props.
- Practice and development in all 4 language skills will be encouraged through:
 - collaborative activities that involve talk.
 - opportunities for feedback to others.
 - models produced by peers to show what can be achieved.
- Classroom organisation and groupings will encourage and support active participation by:
 - grouping and regrouping pupils for connected activities in order to develop language skills.
 - 'supportive experts' in each group ie. good readers and writers.
 - using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age).
- Displays in the classroom and around the school will reflect linguistic and cultural diversity.
- Assessment methods allow pupils to show what they can do in all curriculum areas.
- Bilingual dictionaries should be available, and bilingual pupils should be encouraged to use them provided they can read in their home language.
- Dual language textbooks should be available and in use where appropriate.

- Access to meaning should be provided by presenting and introducing lessons or topics with visual support:
 - videos
 - maps
 - posters
 - pictures
 - objects
 - use of Information and Communication Technology (ICT).

EAL Pupils and Special Educational Needs:

A child has special educational needs if she/he has a learning difficulty. A child must not be regarded as having a learning difficulty, Special Educational Needs (SEN), solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs will include a proportion of EAL pupils, and other pupils from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils.

Assessment of SEN in EAL pupils will involve the EAL Unit as well as the Support for Learning Department.

If appropriate, the school will try and arrange an assessment in the child's first language.

The nature of support for EAL pupils with SEN will be decided on an individual basis through consultation between the SFL Department and EAL Unit. Provision of support will be jointly reviewed regularly. This support will take account of the child's needs as an EAL pupil.

The School will make sure that home language does not prevent the parents/guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

Liaison with Parents

As with all children, it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communications is the key for parents of EAL pupils. This is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Providing interpreters when and where they are needed, particularly in parents evenings and parents meetings with teachers and SMT.
- Monitoring letters, newsletters, sent home to check that language used is clear and straightforward.
- Reading through letters (where appropriate) with children before they are taken home.
- Provision of translations of school documents in community languages, where appropriate.
- Encouraging parental attendance at parents' evenings and participation in other school functions.
- Inviting parents into school to help with class activities, when and where appropriate, e.g. reading, cooking, class outings
- Encouraging parental involvement with shared reading scheme and homework, which may be specifically language based.

Assessment and Target Setting

Monitoring EAL pupils' progress and development is shared between mainstream teachers and the EAL teachers.

Individual pupil profiles will be kept updated with relevant information and regular assessment tasks will indicate children's progress. This assessment should also inform curriculum planning.

Pupils should be encouraged to take responsibility for their own learning by setting their own targets for achievement or assessing their own progress.