



The Academy at  
**St James**  
Aspire, Achieve, Believe

The Academy at St James  
Chelwood Drive  
Bradford  
BD15 7YD  
Telephone: 01274 777095  
Head of School: Mr Chris Tolson

# **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND NEW TO ENGLISH (N2E) POLICY**

**Reviewed and Approved by:-**

**Date of meeting:- 20<sup>TH</sup> March 2018**

**Signature:-**

**Position:-**

**Date:-**

**Next review date:- 20<sup>th</sup> March 2020**

# THE ACADEMY AT ST. JAMES

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND NEW TO ENGLISH (N2E) POLICY

### Context of the school

Our children come to school with a variety of linguistic experiences. Many children use English as an additional language and the range of languages spoken is increasing as the nature of the school population changes. This reflects the number of new arrivals/refugees and asylum seekers/migrant workers coming into the district recently.

### School Statement

The school is committed to:

- All children have a right to full access to the National Curriculum and the opportunity to achieve their full potential.
- Respecting and valuing the culture, language and past experience of children with English as an additional language throughout the whole school environment and the curriculum.
- Using home language alongside English as a vehicle for learning

### Organisation

#### Induction

- On admission to school, information about a new child will be recorded on their admission form by the admission officer during a meeting with both child and carers.
- Where possible, provision will be made for the use of home language during this meeting where information about languages spoken, past school history and initial assessments of levels of literacy and numeracy will be established.
- Newly arrived children will be supported, as too will their parents, during this period to introduce them to school life and the curriculum in school.
- Children who are New to English will be assessed against NASSEA steps for Speaking and Listening and against Sheffield STAT assessments in Reading, Writing and Maths.
- Children will be inducted into class in line with school policy. They will have close contact with Eden staff as a point of contact.

### Meeting Pupils' needs

- Class teachers will differentiate their planning and adopt teaching strategies that enable all children to access all areas of the National Curriculum.
- The class teachers and support staff will plan programmes of work together for targeted EAL children, monitor and evaluate these and use them to identify future needs.
- Where possible, children should have support from adults who are competent in the use of the child's home language. This support would not usually be possible for a set number of hours a week but occur periodically through the term. The support will be given careful thought and will be planned in conjunction with the class teacher / teaching assistant who have regular contact with the child.

## **Teaching and Learning**

Key Strategies for accessing EAL learners to the full curriculum.

### **Whole School Approaches**

- Whole school discussion on the importance of celebrating the range of languages, religions and cultures in school and professional development in this area.
- A whole school vision which values the linguistic skills of the children and recognises the importance of building on these skills in order to further their learning in English.
- Whole School guidelines for display, including the use of home languages where appropriate, examples of the children's cultural experiences and their range of language skills are displayed and clearly valued.
- Whole school recognises the difference between the uses of social and academic or cognitive language by a child with English as an Additional language. Social language builds up simultaneously and informally on a daily basis but the language of learning needs to be specifically targeted and taught.

### **Classroom Practice**

- Teaching strategies will start with hands on tasks with strong visual materials to promote the language and understanding needed to develop thinking skills. Children's recording can be both pictorial and written.
- All children are encouraged to use their first language skills in all their learning e.g. through peer support, bilingual texts, bilingual partnership teaching.
- Teachers plan for the use of target language and plan activities for the modelling of language in context.

### **Monitoring targeting and planning assessment**

- Referrals made to EAL co-ordinator where needed.
- School tracking procedures are broken down by ethnicity enabling the assessment leader to identify progress of a specific group of pupils.
- Intervention programmes and additional support are mapped against pupils' progress.
- NASSEA/Sheffield STAT criteria applied for N2E learners and progress mapped against these.
- Planning reflects key strategies to access bilingual learners to the curriculum.
- Development of staff directly reflects the needs of specific pupils or groups of pupils.
- Adults work in partnership where possible in planning, delivery and assessment.
- Staff ensure that assessment procedures take into account the needs of EAL learners so that their language is not necessarily under assessment.
- Pupil reviews are completed half termly with Eden and targets set accordingly.

### **Identification of EAL children with SEN**

- Class teacher and SENCO will discuss teaching strategies to support child's learning, their progress and achievement. This may require some assessment in the child's home language especially if new to English.
- If there are still concerns around the child's progress the school's SEN practice will be implemented. All individual education plans will reflect the needs of the child in relation to their acquisition of English as well as any other learning need.

## **Inclusion lead/ team**

The Eden team and SLT lead will:

- Track the progress of pupils for whom English is an additional language.
- Monitor the quality of provision for pupils with English as an additional language.
- Provide guidance and support on implementation.
- Organise, review and order resources that will be shared with staff.
- Ensure staff are aware of new resources.
- Keep up to date with best practice in EAL by attending relevant courses and meetings.
- Advise and disseminate information to colleagues as appropriate.

## **Records and Storage**

- Half termly on-going assessments to establish assessments against the expected level using Sheffield STAT assessment.
- Class teacher to keep copies of assessments from all intervention work carried out with EAL children
- Eden staff will update EAZ Mag with evidence towards assessments for EAL and N2E children.