# 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:- Liz Lawley**

**Date of meeting:- 19.5.20**

**Signature:- Mr C Tolson**

**Date:-**

**Next review date:- 19/05/21**

**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 such as New to English and English as additional learners. EAL learners are defined as “‘A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.’ (DfE School Census Guide 2016-2017, 2016 p.63)” Currently (2019-2020) we have 21% children who are identified as EAL learners. 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 access all of the National Curriculum and the opportunity to achieve their full potential.
* Having access to high quality provision which will support the acquisition and learning of English.
* Being taught quality first teaching by trained teachers.
* Their believes and culture being respected and celebrated in many forms, eg in R.E, holiday celebrations which will be throughout the whole school environment and the curriculum.
* The opportunities to use 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, carers and a member of Senior Leadership team.
* Where possible, provision will be made for the use of home language during this meeting where information about languages spoken, past school history (if applicable) and initial assessments of levels of English and maths 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.
* Booklets of the child will be created with a Learning mentor which will be shared with the class teacher. Booklets from the child’s class will also be shared with the child.
* Children who are New to English will be assessed using ‘The Bell foundation’ assessment policy. From there data will be shared with class teachers and next steps will be created with support from vulnerable groups lead.
* Children will be inducted into class in line with school policy. They will have close contact with Bumblebee cafe 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 against assessment tools which are already established in school and use data to identify future needs.
* Interventions will be put into place so learning gaps can be identified and targeted appropriately.
* 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 eg. through R.E lessons and educational visits.
* 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. Taught specifically in oracy led lessons where the structure of language and talk threads will explicitly taught.
* 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 (these can be displayed on the R.E board).
* 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. This can be done with Learning Mentors as an intervention.

# Classroom Practice

* In all subjects, particularly English, WCR and non-core subjects, pre teaching will be used precisely to ensure that children are having time to embed their learning in a variety of contexts.
* First quality teaching strategies will be supported by using visual materials/prompts to promote English orally and to develop independence within the child.
* Word mats and writing prompts will be level appropriate to ensure children can access independently and with an adult.
* Modelling of written English will be explicitly taught and texts/ text maps will be appropriate for the child’s level and tailored towards their needs.
* Practical lessons and ‘real life’ experiences will be used as a learning tool to ensure children who are EAL and N2E are having opportunities, which they may necessarily not be exposed to at home.
* The use of Clicker 7 will be used to support children in their understanding of sentence structure.
* Children’s recording can be either pictorial, written or recorded using ICT.
* There will be a focus on children’s mother countries in specific subjects eg, Geography where countries, cities etc will be compared and contrasted. This can be seen in Year 5 when there is a comparison with Bradford and Bangladesh.

# Monitoring targeting and planning assessment

* Any SEN concerns are made to SEN co-ordinator/referrals made to EAL co-ordinator where needed.
* Intervention programmes and additional support are mapped against pupils’ progress.
* 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.
* All staff to understand that EAL does not always mean SEN and to refer back to classroom practise to develop their first quality teaching.

# 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 Nurture team, SLT lead and Vulnerable groups 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 EAZMAG assessment.
* Class teacher to keep copies of assessments from all intervention work carried out with EAL children
* Teachers/Nurture staff will update EAZmag with evidence towards assessment for EAL and N2E children and this will be quality assured by the NTE/EAL lead.