



Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Community Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Community Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

This statement details our vision to identify and meet the needs of those pupils at The Grange CP School classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, pupils who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.

Aims

The Grange CP School is committed to meeting the needs of pupils with English as an Additional Language.

Whilst being clear that EAL is not SEN ('special need') or a 'learning difficulty', the school acknowledges that pupils with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore we will endeavour at all times to:

- Ensure EAL pupils have full access to the curriculum (and other School opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL pupils fulfilling their potential.
- Provide our EAL pupils with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

Terminology

EAL is an umbrella term that refers to any pupil learning and using English as an additional or second language.

There are also a number of terms that can be useful when describing the background of EAL pupils:

- ✓ 'first generation' – meaning they were born in another country and have since resettled in the UK with their family.
- ✓ 'second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
- ✓ 'migrant worker' – those who have moved for economic betterment.
- ✓ 'asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

Context

As of February 2018, 15% of pupils at The Grange CP School have been identified as 'EAL' and speak a language other than English as their 'first' or 'common' language.

A variety of first languages, other than English, are spoken by pupils in our school. Two of the most common languages are Polish and Urdu.

Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public society.

- EAL pupils will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL pupils have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL pupils are not automatically SEN or 'special educational needs', and should not be labelled / treat in this way.
- EAL pupils are not automatically 'lower ability' – and should not be labelled / treat in this way.
- EAL pupils will have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of EAL pupils

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' achievement and inclusion. Currently EAL Co-ordination comes under the umbrella of Inclusion and the development and day-to-day coordination of EAL provision is overseen by the school Inclusion Leader.

Responsibilities of the designated Inclusion Leader include:

- Identifying incoming EAL pupils.
- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum.
- Maintaining a register of EAL pupils.

Approach to Teaching & Learning

- Every teacher will encounter pupils who do not use English as their first language. To be successful, we will have to nurture language development.
- Every teacher will encounter pupils from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have coach pupils in how to learn.
- Every teacher will encounter pupils who having moved countries – are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups.

Placement

We recognise that EAL pupils, who may be new to English and to the UK, need support and stability as they start school. We therefore aim to make an early informed decision about timetable

content & setting before a pupil starts at school, and will maintain it unless we discover the pupil is seriously misplaced.

Without exception, we recognise that EAL pupils:

- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second.
- Are not automatically placed with Learning Support / SEN pupils for reasons of TA support or smaller groups.
- Are not placed in teaching groups based on one standalone test / assessment.

Admissions, Identification and Tracking

- The School recognises that background information on EAL pupils can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, the building up of 'learner profiles' on EAL pupils' linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.
- Incoming EAL pupils will be identified through the information provided on entry by previous primary schools and parents. Pupils may also be identified by feedback from teachers following transition.
- EAL pupils will be monitored as part of the whole-school monitoring system, by the HT and DHT. Where a pupil's achievement appears to be affected by difficulties related to EAL, target-led intervention will be put in place by the Inclusion Leader with support from the pupil's subject teachers.
- Information related to pupils EAL needs is passed on to teachers by the Inclusion Leader.

International New Arrivals (INAs)

At The Grange CP School, we define international new arrivals as children who have not had a consistent education in this country for the past year.

We have developed a comprehensive Induction programme, beginning with a thorough interview process, to ensure we can offer the best support possible for our new pupils and their families.

Class teachers and the EAL Lead (Inclusion Lead) monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school.

Key Principles for INA new to English

- Language is central to our identity. Therefore the home language of all pupils and staff should be recognised and valued.
- Pupils are encouraged to maintain their home language and use it in the school environment.
- Where possible use other pupils/ adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.

- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
- Group INA with good English speaking role models.
- Use as many visual prompts as possible and communication friendly practices.
- EAL learner will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.
- Supply plenty of opportunities for hands on (kinaesthetic) learning such as role play, games and visits.
- Strategies for working with children new to English
- Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.

SUCCESS CRITERIA FOR INA INDUCTION

End of Week 1

- To be relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

End of Week 3

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- Can follow daily and class routines
- To initiate contact (physical or verbal) with a teacher or teaching assistant
- to be settling to tasks in the classroom
- to be playing with others in the playground

End of first term

- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work / play without constant adult supervision
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner

Special Educational Needs and Gifted and Talented Pupils

The School recognises that most EAL pupils needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to appropriate provision in line with the SEN Policy.

Similarly, the School recognises that there may be EAL pupils who are Gifted and Talented even though they may not be fully fluent in English.

Resources

A range of resources are required to support pupils' English language skills including bilingual dictionaries (where pupils are literate in first language), key word lists, visual cues and a range of language & literacy interventions. This is currently an area for development for which the Senior Managers and Inclusion Leader have joint responsibility for addressing.

CPD

The School will ensure that all staff are provided with appropriate access to CPD sessions focused on supporting EAL across the curriculum. These will be coordinated and delivered primarily by the Inclusion Leader. Training needs will be identified through Performance Management.

Review and Evaluation of Policy

School data will include relevant information on ethnic minority/EAL pupils and this will enable the School to monitor targets.

This evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed annually

Links to other policies:

SEN Policy

Teaching & Learning Policy

Equality Policy

Admissions Policy English Policy