

Cobham Montessori School

Education for life

English as an Additional Language (EAL) Policy

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1.0 Introduction

At Cobham Montessori School we provide an education for everyone, which acknowledges and is enriched by the diversity of ethnicity and culture of our pupils. We believe that the curriculum must reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all children. We provide equality of access to the curriculum for all our pupils, including those for whom English is an Additional Language.

We believe we have created a learning environment that allows all children to experience, understand and celebrate diversity. We as a school community have a commitment to promote equality.

This policy focuses primarily on meeting the needs of children who have arrived at Cobham Montessori School with little or no command of the English language. For the majority of these children this is a result of international migration; however this might not always be the case. There are also other factors that need to be taken into consideration when deciding upon what constitutes an EAL learner.

2.0 Aims

The aims of this policy are to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language.

- To identify and provide for the language and learning needs of individual pupils.
- To enable all pupils to gain full access to the curriculum.
- To develop strategies to allow pupils to achieve their full potential, with the ability to express themselves confidently in both spoken and written English, in a range of situations on a variety of subjects to differing audiences.
- To raise achievement of all EAL pupils.
- To support learning at home and develop an awareness of the English education system, of which their child is now part, by working in partnership with parents.
- To gather accurate information about EAL pupils' backgrounds and educational experiences to ensure that the knowledge, experience and skills they bring are acknowledged and seen as an asset to build upon.

- To create a school environment that reflects and celebrates the multi-lingual nature of the pupils.

3.0 Responsibilities for the Policy and Procedure

3.1 Role of the Head of School

The Head of School has:

- responsibility for ensuring that the school complies with all equalities legislation;
- Will ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy or our Equal Opportunities policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- liaise with school staff and outside agencies including REMA regarding placement, assessment and teaching strategies;
- support staff in the teaching and integration of EAL pupils;
- attend and deliver appropriate training sessions on EAL;

3.2 Role of Lead Teachers:

Teachers will:

- plan work to match a pupil's stage of fluency and to include opportunities to develop their use of English;
- set realistic and achievable targets;
- liaise closely with EAL support teachers (if provided);
- monitor the effectiveness of any EAL pupil with a Learning Support Plan periodically;
- assist in the collection of EAL data;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on EAL;
- report any concerns they have on any aspect of the school community

All staff have a responsibility for supporting and encouraging pupils to become fluent English speakers and for communicating school expectations for Speaking and Listening through modelling good use of English, in extending sentences and encouraging pupils to do the same.

4.0 Integration of EAL Pupils

The school will:

- provide a welcoming and supportive environment; including where possible an induction meeting with a home language interpreter;
- work closely with families to make them feel confident in approaching school to find out about their child's education, including access to interpreters;
- provide any necessary information about school life at Cobham Montessori school, if possible organising translation;
- provide a school mentor; to meet and greet and as a point of contact;
- find, where possible, a pupil 'buddy' who speaks the same home language;
- provide information to staff on the linguistic needs of EAL pupils.

5.0 Assessment of EAL Pupils

Through its admissions procedures the school is aware of pupils where one or both of their parents do not have English as their first language.

The school uses the QCA EAL scales, based on 'A Language in Common: assessing English as an additional language', published by the QCA in 2000. These assessments are relevant for pupils from Year 1 to Year 6 whether they are newly arrived in England, or are at an early stage of learning EAL. Bilingual pupils in the EYFS are assessed using the EYFS Profile.

Where English is not the first language of the pupil at home then an assessment is made to determine whether EAL support is needed. EAL support would not be given where pupils' levels in English are above national average levels and the pupil would therefore cope with the curriculum.

Where pupils need EAL support this is included in their 6 weekly individual plan and delivered by their Lead teacher or assistant. Lessons for EAL support would be arranged where necessary with the number of one-to-one periods dependent on the individual's particular need. The appropriateness of EAL support would be kept under review.

We will act on advice from Surrey County Council's Race Equality and Minority Achievement (REMA) team. REMA specialist teachers and bilingual support workers can help in a wide variety of ways as we seek to cater for the needs of our EAL pupils. These include:

- Provision of an interpreting service by bilingual support workers for initial and on-going meetings with the parents of new EAL pupils. REMA bilingual support workers cover a range of over 40 languages.
- An initial assessment of EAL pupils by REMA specialist teachers to provide background information as well as details of their proficiency in English and in their first language
- Visits from a REMA bilingual support worker during a pupil's first weeks in school to help them settle in
- Provision of support strategies to be used by teachers and TAs
- Direct teaching support to support EAL pupils to better access the curriculum
- First language in-class support from a REMA bilingual support worker
- A more detailed assessment of an EAL pupil's first language recommended for EHCP process
- Joint planning with school staff
- Modelling of effective teaching strategies by REMA specialist teachers
- Advice and guidance for staff on particular pupil issues
- Bilingual support provided to facilitate SATs tests and first language GCSE exams
- Training for teachers, support staff and leadership teams as well as workshops for parents/carers
- School development support with regard to equality, diversity, integration and inclusion.
- Guidance for schools in allocating school census English proficiency codes and using ethnicity and language data

6.0 Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

7.0 Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Head of School. This will be evidenced by keeping the policy updated at least annually.