



## **Gaywood Primary School**

### **English as an Additional Language (EAL) Policy ~ 2018**

The governing body of Gaywood Primary School is committed to providing quality education for all its pupils, based on: equality of access, opportunity and outcomes. We fully subscribe to the five outcomes of Every Child Matters and, therefore, the Government's aim for every child, whatever their background or their circumstances, to have the support they need in order to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We value high quality teaching for all learners and actively monitor teaching and learning throughout the school and always aim to create a learning environment which is flexible enough to meet the needs of all the children in our school, including those with English as an additional language.

#### **Role and responsibility of the Designated Teacher**

The Designated Teacher should:

- Be an advocate for EAL children.
- Ensure a smooth and welcoming induction for the child and carer/s or parent/s.
- Ensure entry to examinations for all EAL children.
- Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary.
- Ensure staff and governors receive relevant information and training.
- Encourage EAL to participate in extra-curricular activities and out of hours learning.

#### **Roles and responsibilities of all teaching staff**

The class teachers will:

- As with all children, we have high aspirations and celebrate the educational and personal achievements of EAL children.
- Ensure entry to examinations for EAL children.
- Liaise with the EAL Co-Ordinator where a child is experiencing difficulty.
- Plan differentiated activities that stimulate learning and ensure communication with Support Staff is appropriate so they can deliver their input to a high standard
- Provide interventions that are additional from those provided as part of the school's usual differentiated curriculum.

- Provide an environment in which children with EAL can flourish
- Provide EAL assessment termly

The teaching assistants will:

- Deliver stimulating 1 to 1 and group sessions that engage and further the learning of the children
- Support the resourcing of activities and creation of a stimulating working environment
- Provide feedback on the children's performances and behaviours and record these in the child's ITP, on a behaviour log form or in a home school book

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. When there is uncertainty about an individual child, teachers, with the support of the EAL teacher, will look carefully at all aspects of a child's performance in different subjects. They will establish whether the problems the child has in the classroom are due to limitations in their command of the language that is used there, or arise from special educational needs. Refer to SEN-D policy for further guidance.

### **Role and responsibility of the Governing Body**

The governing body will:

- Ensure all governors are fully aware of the guidance for EAL children
- Ensure that there is a named Designated Teacher for EAL CHILDREN
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body
- For child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned
- Review the effective implementation of this policy, preferably annually and at least every three years
- Ensure that the schools' other policies and procedures give EAL children equal access in respect of: Admission to school, The National Curriculum and public examinations, additional educational support where this is needed, extracurricular activities, work experience and careers guidance.

### **Single Equality Scheme and Action Plan**

Our Single Equality Scheme and Action Plan, enables us to outline a framework for action which covers all six equality strands: age, disability, gender, race, religion and belief and sexual orientation to ensure that we meet our responsibilities of providing an inclusive primary curriculum for all children.

### **Training**

Designated staff for EAL, SEND, Looked After and Adopted Children will attend necessary training as appropriate.