



LATCHMERE
ACADEMY TRUST

English as an Additional Language Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"

Statement of Commitment

- This academy trust is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language and for raising the achievement of minority ethnic pupils who are at risk from under-achievement.
- The academy trust will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Aims

- To provide EAL pupils with a broad and balanced curriculum in line with the National Curriculum programmes of study. Children need to learn vocabulary that will enable them to participate in social and educational activities as well as the language of the curriculum.
- To teach English in subject areas as well as subject content.
- To structure lessons and use language in a way that includes the EAL child and develops his or her learning.
- To provide a positive, safe and relevant learning environment.
- To organise and use resources to aid the development of language skills and to use teaching strategies which provide access to the curriculum.
- To accumulate accurate knowledge of the pupils' needs, attainment and abilities.
- To embed the materials used in class within the pupils' cultural, educational, social and linguistic experiences.
- To facilitate opportunities for children to study alongside monolingual peers, for example, in group work.
- It is recognised that linguistic competence is not synonymous with academic potential. This is to be reflected in setting and classroom organisation.

Context of the Academy Trust

- Approximately 40 languages are spoken at our schools.
- Approximately one third of pupils have a different home language to English.

EAL Support

- Additional support is given to pupils identified by the class teacher.

Assessment and Target Setting

- **Statutory Assessment.** The schools ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements, mother-tongue assessment, etc.
- **EAL Assessment.** Staff assess the needs of pupils, identifying pupils' level of English (EAL Stages) and requesting mother-tongue assessments when appropriate.
- **Target Setting.** Class teachers ensure that appropriate targets and outcome measures are set for identified EAL/ Ethnic Minority Achievement pupils, in consultation with EAL staff where needed.

- **EAL/ SEN.** The schools recognise that most EAL pupils needing additional English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Teaching and Planning

- **Planning and Differentiation.** The schools provide a system for staff to share planning with support staff. Planning will take into account the language demands of the National Curriculum and provide differentiated learning opportunities matched to EAL pupil needs. Pupils may be supported in a variety of ways to suit their needs and the resources available. They may be withdrawn for a short time for focused, intensive work; supported within the classroom; or advice and support may be given to the class teacher.
- **Literacy and Numeracy.** EAL pupils are entitled to full access to the programmes of study. Staff training will include specific focus on the particular challenges for EAL pupils.
- **EAL Resources.** The schools allocate a budget to provide appropriate teaching materials. Resources such as collaborative activities, photocopiables, games and posters for the development of language skills, and strategies to provide access to the curriculum are kept centrally. New activities are added regularly. Books within school are chosen carefully with positive images both in content and illustration. Books with unacceptable ethnic stereotypes have been removed from the library and classroom book corners.
- **Professional Development.** The schools enable staff to undertake appropriate professional development to meet the needs of ethnic minority/EAL pupils.

Monitoring and Review

- **Achievement and Database.** School data includes relevant information on minority ethnic/ EAL needs, support, achievement and progress (including EAL Stages in English). This enables the school to monitor progress.

Pastoral

- **Admissions.** We provide a welcoming admission process. Parents are asked to identify known needs during the initial consultation with the Headteacher or another member of staff.
- In assessing a child's language, the schools use the HLS Assessing Proficiency in English document. An appropriate support and learning programme is then agreed, including setting appropriate targets and suggesting resources (as well as any extra adult support) as necessary. Reports and assessments are kept by class teachers as well as on Target Tracker.
- **Parental Links.** The above process and access to the full range of parental involvement will be supported by means of accessible communication strategies.
- **Refugees.** All staff are committed to providing a safe and secure environment and being sensitive to the previous experiences of refugees and their families.

Advice, Support and Training

- Funding is allocated from the schools' budget for the resourcing of EAL teaching within the school.
- School INSET and EAL courses are provided for mainstream staff by arrangement within the academy trust.
- The EAL subject leader attends training when appropriate.

Monitoring EAL Pupils' Progress and Achievement

Staff in the academy trust:-

- Monitor progress of targeted EAL pupils.

EAL Staff:

- Assist class teachers in monitoring progress of EAL pupils across all key stages.

As Part of the EMA strategic role, the EAL Team will:

- Monitor the database for targeted pupils' achievement in EAL using the school assessment system.
- Monitor all new arrivals' needs and languages, to enable a smooth transition into school.