English as an Additional Language Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2022
Date of next review	September 2023

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

Purpose

This policy aims to outline the school's approach to the identification and meeting of the needs of pupils who are classified as having English as an additional language (EAL/multilingual).

Definition

In defining EAL, now called multilingual, we have adopted the following definition:

'A multilingual pupil is a pupil whose first language is not English and lives under the influence of several languages; this encompasses fully bilingual pupils and all those at different stages of learning English.'

Multilingual pupils may be:
· Newly arrived from a foreign country and school;
· Newly arrived from a foreign country, but an English-speaking school;
· Born abroad but moved to the UK at some point before starting school;
· Born in the UK, but in a family where the primary language is not English.

Multilingual pupils will need varying levels of provision.

Introduction

This policy sets out the school's aims, objectives, and strategies for meeting the needs and celebrating multilingual pupils' skills and helping them achieve the highest possible standards.

Statement of Commitment

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

Aims

- To allow all pupils to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that multilingual pupils bring to the school.
- To provide a positive, safe and relevant learning environment.
- To accumulate accurate knowledge of the pupils' needs, attainment and abilities.
- To provide multilingual 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 and the language of the curriculum.
- To implement appropriate strategies and resources to ensure that multilingual pupils are supported in accessing the whole curriculum.
- 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.
- To encourage and enable parental support in improving children's language skills.
- To help multilingual pupils become confident and fluent in speaking and listening, reading and writing in English to fulfil their potential.

Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their languages.
- To assess the skills and needs of multilingual pupils and give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills, and resources to support and monitor multilingual pupils.
- To monitor pupils' progress each term in class conferences and curriculum meetings to make classroom management and planning decisions.

School/Class Ethos

Approximately 40 languages are spoken at our schools, and LAT seeks to ensure that all pupils have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum, and multilingual pupils should be encouraged to participate in all learning opportunities.

The school structure, pastoral care and overall ethos aim to help multilingual pupils integrate into the school whilst valuing diversity. Children who enter the school with little or no English will be allowed to complete assessments and school work in their home language; a support program for a transition of languages will be implemented when children are secure in their new setting.

- A checklist is completed to ensure a comfortable transition for the child into the classroom, and classrooms are to be arranged to be socially and culturally inclusive;
- Teachers recognise the pupil's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the pupil to become a bi-lingual;
- Teachers follow a '5 step plan' to welcome, implement appropriate strategies and resources, accumulate accurate knowledge and provide a positive, safe and relevant learning environment for multilingual pupils.
- Children are provided with a comprehensive 'buddy' to support them socially and academically.
- Latchmere Goes Global week provides a week to celebrate cultural differences, and children will learn about aspects of a country within their continent and the countries from children within their class. The focus of the week's activities could be language, art, architecture, food, festivals etc.
- Staff acknowledges the time it takes to become fluent in an additional language, with a good command of the range of vocabulary needed for successful learning and participation in the class; we also recognise that support may be necessary beyond the time a pupil appears orally fluent.

Assessment

The pupil's needs should be identified during the admissions process:

- The Admissions Officer will collect information about the pupil's additional language needs; this will be passed to the class teachers.
- Assess proficiency in English using the Hounslow Language booklet.
- Following the above, lessons will be planned appropriately.
- A welcome meeting is arranged with parents whereby teachers discuss and distribute:
- Latchmere prospectus
- School Policy on multilingual speakers
- Class timetable and routines
- Any other information that is relevant to the year group.

If an interpreter is needed for the meeting, staff use the multilingual staff list or contact the multilingual lead for an outside interpreter.

- **Statutory Assessment.** The school ensures that all multilingual pupils have access to statutory assessments, making full use of special arrangements, mother-tongue assessments, etc.
- **Target Setting.** Class teachers ensure that appropriate SMART targets and outcome measures are set.
- **Multilingual/SEN.** The schools recognise that most multilingual pupils needing additional English do not have SEN needs. However, should SEN needs be identified during assessment, they will have equal access to school SEN provision.

Teaching and Learning

There are a variety of ways in which LAT teaching and learning can support multilingual learners:
- Each classroom is equipped with an iPad with various apps to support learning and social needs. Teachers and support staff are familiar with the apps that enhance the curriculum and current learning in class.
- Planning is differentiated, and teachers set appropriate expectations, encouraging pupils to contribute and give more than one-word answers, as we recognise that multilingual pupils may need more time to process answers.
- Progress is monitored carefully and ensures that multilingual pupils are set appropriate and challenging learning objectives.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

All teachers consider the language demands and the content of the curriculum and plan how they can support pupils to develop oracy and English across the curriculum. In writing schemes of work, knowledge organisers, and medium-term plans, teachers should consider the following questions:
1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers (or additional adults or other children) model the essential subject language needed?
3. What specialist vocabulary do pupils need to understand new concepts, and how can this be presented to them in an accessible way? (Knowledge organisers in the child's mother tongue, provided for each topic)
4. What range of texts do pupils need to read, and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils need to carry out, and how can these be framed to support pupils at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in developing English?

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 and Review

School data includes relevant information on minority ethnic/ EAL needs, support, achievement and progress; this enables the school to monitor progress.
Monitoring pupils' progress is shared between all teachers, learning support workers and the School SENCO.
Pupils are also encouraged to set their targets and objectives to bolster self-esteem and increase accountability.

Pastoral
- **Admissions.** We provide a welcoming admission process. Parents are invited in to meet with class teachers and the Headteacher.
- **Parental Links.** The above process and access to the full range of parental involvement will be supported by employing a home/school diary (if needed) and termly update meetings.
- **Refugees.** All staff are committed to providing a safe and secure environment and being sensitive to the previous experiences of refugees and their families.

Monitoring Multilingual Pupils' Progress and Achievement

The Multilingual Team will:
- Assist class teachers in monitoring the progress of pupils across all key stages.
- Deliver training to class teachers to further their CPD.
- Monitor the database for targeted pupils' achievement using the school assessment system.
- Monitor all new arrivals' needs and languages to enable a smooth transition into school.