

<b>Aldryngton Primary School</b>				
<b>Policy</b>	<b>C14</b>	<b>English as an Additional Language</b>		
Approved	30 April 2019	Signed		
Website	Yes	Chair, Curriculum and Safeguarding Committee		
Review	Biennial	Next review	April 2021	

## **GUIDING PRINCIPLES**

Aldryngton Primary School is committed to equal opportunities and aims to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- exercises appropriate choice

The purpose of the policy is to ensure that equality of opportunity for all learners for whom English is an additional language (EAL) is promoted and that children achieve to the best of their abilities.

## **EAL DEFINITION**

Any child who was exposed to a language other than English in their early years and continues to be exposed to that language is considered to be an EAL learner. The school's data is based on information provided by the parents, supplemented by the school's own working knowledge of the children.

## **ALDRYNGTON EAL ETHNIC GROUPS**

At Aldryngton, children with EAL make up approximately 38% of the school population. The largest minority ethnic group is Indian (typically 53%). Any Other White (9%) Pakistani (13%) Chinese (6%) minority ethnic groups are also highly represented within the school. There are very small numbers of Bangladeshi, Any Other Asian, Any Other Black Any Other Mixed, Any Other Ethnic Group, Black African, White and Asian pupils. The languages most commonly spoken by EAL children at the school are Hindi, Telugu, Urdu, Panjabi, Tamil and Chinese, although it is recognised that this could vary with yearly September intakes.

Aldryngton seldom has new arrivals from abroad, due to the school being full, but we recognise that some of the EAL children in KS1 will be at the early stages of English language acquisition.

## **POLICY STATEMENT**

We will encourage and, where possible, ensure that:

- lessons are planned and taught using learning styles and resources appropriate to EAL learners
- differentiated work is designed to support pupils, including those who are more advanced learners of English, to gain full access to the curriculum and to achieve their potential
- everyone recognises that, although additional language learners may require support from time to time, they are no more likely to have special educational needs than their monolingual peers

- where SEN is suspected, appropriate action is taken
- EAL learners are encouraged to interact with pupils who provide good models of English language use
- continuous development of the first language supports the development of English language and cognitive development
- our whole school ethos reflects cultural diversity through resources, displays, assemblies and events
- parents are welcomed into the school community and encouraged to participate in school life and actively support their child's learning
- parents' involvement and their need for translation and interpretation are monitored and support provided where needed
- new arrivals from abroad are provided with induction and appropriate support
- termly teacher assessments and the results of statutory tests are analysed by EAL status and ethnic group. Targets will be set and support provided to address any underachievement identified
- all staff are offered high-quality professional development to develop their knowledge and skills for teaching EAL learners