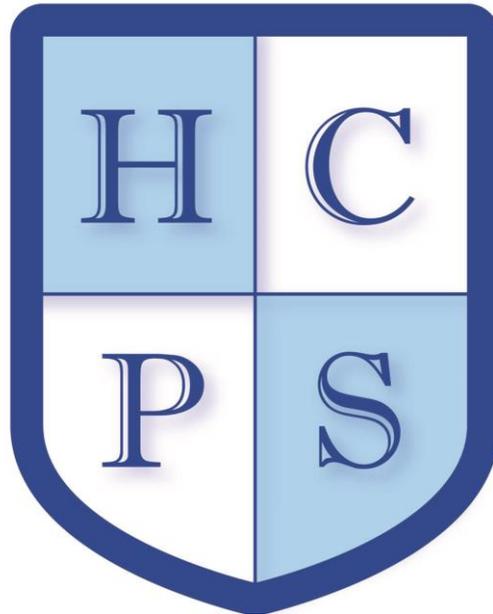


Hunslet Carr Primary School



EAL Policy

**High Expectations
Caring
Positive Attitudes
Successful**

Policy to be reviewed: March 2017

Next review: March 2019

High Expectations, Caring, Positive Attitudes and Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

Our school aims are to provide a curriculum that will develop children who are/can/have:



Skills - Successful

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – money, time, dining, cooking
Safety skills – swimming, healthy choices
Problem solving skills – patience & resilience
Managing feelings

Attitudes - Positive Attitudes

Confident, proud and independent
To believe that 'Impossible is Nothing'
Celebrate the achievement of others
Understand and celebrate a range of cultures
Take responsibility for themselves and others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences - Caring

To experience Family Style Dining
Going away on a residential trip
Visiting a range of places of worship
Look after an animal or grow a plant
Range of trips to theatres/farms/beaches
Taking part in public performances
The opportunity to represent the school

Knowledge - High Expectations

High school ready English & Maths
To know about local places of interest
To know where we are in the world
Life skills – social, money, time, dining, cooking
Information about possible careers
To know major historical facts
To know their own strengths

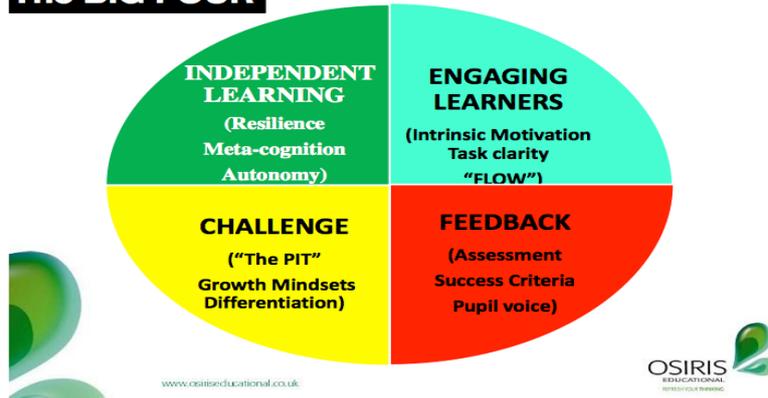
Our Commitment

We are committed to raising the achievement of minority ethnic pupils and those children who speak English as an additional language. As part of our commitment we will identify individual pupil's speech and language needs and facilitate appropriate provision, therefore ensuring equality of access to the curriculum.

Assessment and Target-Setting

- Statutory Assessment: Within 10-15 working days of entering the school; the teacher, in conjunction with a dedicated HLTA/TA for EAL support, will complete an assessment using STEPS and allocate a proficiency scale for all EAL children who are new to the country or transfer without assessment data to establish the child's abilities and strengths. New to English pupils will continue to be assessed termly until they are accessing the curriculum and can be assessed using the school tracking system.
- During their time at school we will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements, mother-tongue assessment, etc. where necessary.
- EAL/SEN: The school recognises that most EAL pupils needing additional support do not have special needs, however, should SEN needs be identified during assessment; EAL pupils will have access to school SEN provision.

The BIG FOUR



Learning and Teaching

- Where possible, and in line with the new recommendations for SEND, teachers will be the primary educator of pupils with EAL. Children will be taught primarily in the classroom so that they receive the same curriculum as their peers and have the support of an environment where English is spoken.
- A dedicated HLTA/TA will liaise with teachers to provide targeted EAL support for children and deliver pre learning and communication/vocabulary groups to increase confidence and enhance their language development.
- The HLTA/TA will work with children in the setting which is appropriate to the pupils needs, in agreement with the class teacher, i.e. classroom or Pupil Development Centre.
- Class planning will be shared with support staff and those plans will identify appropriate activities that meet the needs of pupils with EAL. Staff should use a variety of learning strategies which best promote oracy e.g. talk for writing, hot seating, talking partners and barrier games.
- Our EAL pupils are entitled to full access to the National Curriculum and staff are asked to ensure there is a specific focus on the inclusion and particular challenges for EAL pupils. We continue to develop a culturally inclusive curriculum that recognises and celebrates diversity.
- We will allocate a budget to provide appropriate teaching materials. In addition, the on-line Rosetta Stone Language Program and Mantra Lingua PENpal will be used to support independent learning.
- Where appropriate, and especially in our Pupil Development Centre, the learning environment will display some multi-lingual

signs and celebrate the diversity within the school. Exploration will also be undertaken through different media e.g. computer software, the Internet, DVD, CD-rom. This will support the maintenance and development of the language skills and cultural heritage of our school community.

- Our school will enable staff to undertake appropriate continued professional development to meet the needs of minority ethnic/EAL pupils.

Monitoring and Review

- Our school data analysis will include relevant information on minority ethnic/EAL needs, support, achievement and progress. This will enable schools to compare the outcomes of our children to Leeds and National targets.
- Our School Improvement Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils which underpins the school Equal Opportunities Policy.

Pastoral Care

- Our school has an admissions procedure for children with English as an Additional Language. The HLTA/TA designated to EAL will meet with the parents/carers to complete a user-friendly information form and provide essential school information. We aim to provide a welcoming admission process, involving bilingual support if possible.
- We actively promote the involvement of all parents in their child's learning and seek to provide bilingual support to ensure effective home/school communication.
- All staff are committed to providing a safe and secure environment, being sensitive to all cultural, religious and linguistic backgrounds.

March 2017

