

## English as an Additional Language Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
Dec 2016	Dec 2017	Curriculum and Community Committee	Governing Body	Penny Woolley

We at The Devonshire Hill Nursery and Primary School provide an education for everyone, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of our pupils. We believe that the curriculum must reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all children.

We provide equality of access to the curriculum for all our pupils, including those for whom English is an Additional Language. This is achieved by a whole school approach and by the direct language support from an EAL support teacher.

We believe we have created a learning environment that allows all children to experience, understand and celebrate diversity. A learning environment that includes a varied range of teaching and learning strategies, multicultural and multilingual resources, displays and whole school celebrations that embrace a wide range of world cultural events.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### Aims

- To identify and provide for the language and learning needs of individual pupils;
- To enable pupils to gain full access to the Curriculum;
- To develop strategies to allow pupils to achieve their full potential;
- To raise achievement of all EAL pupils;
- To support learning at home by working in partnership with parents;
- To create a school environment that reflects and celebrates the multi-lingual nature of the pupils;
- To work with other schools to share good practice in order to improve this policy.

### Responsibility for the Policy and Procedure

The Governing Body has:

- Appointed the Assistant Headteacher for Inclusion as the EAL Coordinator;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- The responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work closely with the link governor and coordinator;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy;
- Annually report to the Governing Body on the success and development of this policy

The Assistant Headteacher for Inclusion:

- Support staff in the teaching and integration of EAL pupils;
- Ensure that all EAL data is collated when required;
- Monitor the provision of EAL;
- Devise priorities for an annual Action Plan;
- Liaise with the nominated governor for EAL;
- Will annually report to the GB on the success of EAL;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community;
- Ensure teachers are given as much information as possible about new admissions;
- Provide teachers with EAL Packs.

Class teachers will:

- Develop strategies to support the development of English as identified;
- Work closely with the EAL Inclusion Assistant Headteacher;
- Monitor the effectiveness with the SENCO of any IEP in conjunction with the EAL plan;
- Assist in the collection of EAL data;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community;
- Make sure that EAL admissions have a 'buddy' and 'buddy book'

Pupils will:

- Be aware of and comply with this policy;
- Be polite and well behaved at all times;
- Show consideration to others;
- Talk to others without shouting and will use language which is neither abusive nor offensive;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Learn to take pride in their work;
- Produce work of a high standard;
- Participate fully in all lessons;
- Participate in discussions concerning progress and attainment;
- Hand in homework properly completed and on time;
- Treat others, their work and equipment with respect;
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- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Obey all health and safety regulations in all areas of the school;
- Co-sign and abide by the Home School Agreement;
- Wear correct uniform;
- Liaise with the school council make suggestions about improving school behaviour;
- Take part in questionnaires and surveys

## **Integration of EAL Pupils**

The school will provide:

- A welcoming and supportive environment;
- Induction into the school by the Pastoral Team
- A school 'buddy';
- If possible, a pupil friend who speaks the same mother language;
- Information to all staff on the linguistic needs of EAL pupils
- A Buddy system
- Information to the class teacher on the child's background prior to starting;
- An Admissions interview

## **Home-School Links**

The Pastoral Team will:

- Work closely with families to make them feel confident in approaching school to find out about their child's education;
- Provide any necessary information for parents;
- If necessary, organise the translation of all school communications

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- The School Handbook;
- The school website;
- The Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the link governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

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**This policy was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Tuesday 20<sup>th</sup> December 2016.**