

Edale Rise Primary and Nursery School **New to English (N2E) and English as an Additional Language (EAL) Policy**

Intent

Equal Opportunities

At Edale Rise we believe that all children should have equal and appropriate access to all areas of school life in and out of the classroom

All children are entitled to an ambitious, aspirational and high quality curriculum, developed and adapted to meet all pupils' needs to give them the knowledge they need to succeed. At our school we have a rich resource in the multicultural diversity of our children and are committed to raising achievement for those groups at risk of under achieving, to meet the needs of children who have English as an additional language (EAL) and to meet the needs of children who are new to English (N2E).

At Edale Rise Primary and Nursery School we believe that every child should: -

- feel safe and enjoy being a child in school
- be valued and respected and show respect for others
- be encouraged to develop their full potential intellectually, emotionally, socially and physically
- experience a broad and balanced curriculum at the appropriate level

This policy is a statement of the school's role in providing for children with English as an Additional Language (EAL).

Implementation

Principles for the provision of N2E/EAL support

N2E/EAL provision is provided in-class by a teacher and teaching assistants, supporting children with EAL at different stages of learning English.

Roles and Responsibilities

The Head Teacher, Leadership Team and the Governing Body:

- determine the allocation of resources for children with EAL
- ensure that the provision meets the aims and objectives of the school as set out in the School Development Plan
- make observations and visits to see provision for children with EAL in action
- monitors Language Levels Records for all EAL children

The Inclusion Lead:

- works closely with the Head Teacher and Leadership Team to co-ordinate a whole school approach to the provision of education for pupils with EAL, which develops and adapts the curriculum and pedagogy to ensure all children acquire the knowledge and cultural capital they need to succeed in life
- liaises with the Link Governor for Inclusion
- co-ordinates support for children with EAL to ensure consistent practice
- supports class teachers to ensure differentiation and support for the children with EAL

- maintains own awareness of current developments in teaching and learning of EAL and contribute to the professional development of staff
- liaises with any relevant advisory bodies

Every Class Teacher should take responsibility for: -

- the needs of all their children and should be given appropriate help and support in order to provide for children with EAL
- planning and organising tailored and/or scaffolded curricula, activities and resources, which address the needs of children with EAL
- writing and reviewing Class Provision Maps for all interventions, including those for children with EAL or who are New to English
- with the Leadership Team, monitor the impact of quality first teaching and interventions through the pupil progress process, observation and liaison with staff, taking into account pupil outcomes
- working in partnership with parents

Strategies for the provision of support for children who are N2E or have EAL

Support to be given may include any or all of these strategies

- whole class input – quality first teaching
- in - class support
- withdrawal of small groups for a planned programme of focus sessions
- specific work within English and Maths lessons
- provision of resources, targeted where appropriate
- provision of bilingual support (some multi lingual staff/children in school)

Impact

Curriculum access:

Children with EAL are included in normal classroom activities and have access to a broad and balanced curriculum, based on the Early Years Foundation Stage and the National Curriculum with appropriate in-class support. There may also be individual and small group support.

Pupil participation:

All children are included in all aspects of school life which embraces the multicultural diversity of our school community.

Children who are capable of forming views have the right to receive and make known information to express an opinion and have that opinion taken into account. Pupil voice interviews are held at least annually, usually by the Link Governor for Inclusion.

Assessment:

The impact of quality first teaching and interventions is monitored through the pupil progress process and Class Conference meetings, observation and liaison with staff, taking into account pupil outcomes.

There are also specific progressive Language Levels for EAL children. Assessment by staff is mainly through observation and listening to children's language. The EAL Lead

supports teachers in updating the Language Level Recording Sheets twice a year, Autumn 2 and Summer 2, for all EAL children to show progress in language levels until they reach 'competency level'.

Assessments inform best practice to meet the pedagogical and curriculum needs of all children in order for them to achieve exceptionally well.

Arrangements for reviewing, monitoring and evaluating this policy:

The effectiveness of this policy will be reviewed annually by staff, the Senior Leadership Team and by relevant members of the Governing Body. Interim amendments may be made to reflect current practice and local or national developments.

Signed: *S. Pawluk*

Date: 30.09.2023

Reviewed: September 2023

Date of next review: September 2024

Appendices: -

- Equality Objectives
- Admissions process for children N2E