



EAL Policy and English as a Additional Language Statement

“All who are led by the Spirit of God are children of God. For you did not receive a spirit of slavery to fall back into fear, but you have received a spirit of adoption.” Romans 8: 14-15

St Martha's School, in line with its Catholic Ethos, provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

The National Curriculum encourages schools to:

“Prepare all students and pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.”

St Martha's School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Students and pupils should be provided with the opportunity to experience, understand and celebrate diversity.

We recognise:

- the inclusive nature our curriculum and the opportunities Citizenship presents for encouraging 'respect for diversity'
- the importance of Global Citizenship.
- the importance of strong home/school and wider community links.
- the importance of the being aware of cultural differences and to be encouraged to accept them and understand and value them
- The importance of promoting the use of student's/pupils' mother tongue
- The importance of promoting common good

St Martha's School aims to provide an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its students and pupils.

Equality of access to the curriculum for all students and pupils, including those for whom English is an Additional Language, is ensured not only by direct language support from a specialist teacher, but also by a whole school approach.

This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

Aim

Students and pupils must have full and equal access to the National Curriculum, whatever their religion, ethnicity, first language, special educational needs, gender.

The aim of this policy is to set out how that access is achieved with regard to students/pupils for whom English is an Additional Language and for those students/pupils who belong to an ethnic minority. The school will provide effective learning opportunities for all students/pupils in accordance with the statutory inclusion statement of the National

Curriculum, by: setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

Good Practice in working with bilingual and multilingual students/pupils

The school recognises the following factors as being central to progress for EAL students/pupils:

- Recognition of the importance of home language.
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include bilingual material (home language dictionary)
- Curriculum, which portrays positive images and role models.

Implementation of EAL Policy

The Inclusion Manager in collaboration with the EAL team and parents is responsible for identifying the needs of EAL students/pupils. The Director of Studies oversees this process. This includes:

- Initial assessment of language stage of EAL student/pupil.
- Monitoring of EAL students'/pupils' progress.
- In consultation with class teachers, collaborative planning and target setting for EAL students'/pupils' to incorporate both curriculum and EAL specific objectives.
- Direct support of students'/pupils' language development both in class and withdrawal as appropriate, for language development and enrichment.
- Advice on differentiation of work for EAL students/ pupils.
- Advice on inclusive curriculum materials.
- Advice on classroom strategies to support and include EAL students/pupils.
- Advice on inclusion and support of EAL students/pupils in the NLS and literacy hour

Advice on implementing inclusion statement of NC with regard to EAL students/pupils, ethnic minority students/pupils and EAL students/pupils with SEN.

Curriculum Principles

The curriculum should reflect the ethnic and cultural diversity of modern Britain. Good education begins from sharing the experience that children bring to school from a variety of ethnic and cultural backgrounds. Pupils are provided with opportunities to respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions.

The school's goal is to enable students/pupils from minority ethnic backgrounds to gain full access to the curriculum and to develop strategies for recognising and overcoming any obstacles that prevent students/pupils from developing their full potential in school, enabling them to contribute from their rich and diverse cultures.

Curriculum Planning

The needs of EAL students/pupils in accessing the curriculum need to be carefully planned, as does the provision of a balanced and positive multicultural education.

Teachers need to ensure that:

- The language and learning needs of students and pupils are clearly identified and provided for.

- The language and learning demands of the curriculum are analysed and support provided.
- Visual support is provided for key concepts. And scaffolding based on individual needs.
- Planning includes opportunities for first language activities in the classroom.
- The support requirements of students/pupils are identified.

Curriculum and Classroom Practice

- Teachers should have high expectations of all students and pupils regardless of ethnicity, gender, or social background.
- Activities are matched to students'/pupils' needs and abilities and have a clear sense of progression.
- There is evidence of development in oracy and literacy through:
 - the awareness and utilisation of the children's first language expertise.
 - provision of scaffolding/writing frames.
 - using story props.
- Practice and development in all 4 language skills will be encouraged through:
 - collaborative activities that involve talk.
 - opportunities for feedback to others.
 - models produced by peers to show what can be achieved.
- Classroom organisation and groupings will encourage and support active participation by:
 - grouping and regrouping students/pupils for connected activities in order to develop language skills.
 - 'supportive experts' in each group i.e. good readers and writers.
 - using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age).
- Displays in the classroom and around the school will reflect linguistic and cultural diversity.
- Assessment methods allow students/pupils to show what they can do in all curriculum areas.
- Access to meaning should be provided by presenting and introducing lessons or topics with visual support:
 - videos/dvd's
 - maps
 - posters
 - pictures
 - objects
 - use of Information Communication Technology

EAL Students/Pupils and Special Educational Needs

A student/pupil has special educational needs if she/he has a learning difficulty. She must not be regarded as having a learning difficulty (see Code of Practice and school Special Educational Needs (SEN) policy) solely because the home language is different from the language in which she will be taught at school.

While regarding bilingualism in a student/pupil as an advantage, the school recognises that the spectrum of all with special educational needs will include a proportion of EAL students/pupils, and other students/pupils from ethnic minority backgrounds. The school recognises both the importance of, and the difficulties involved in, the early recognition of SEN in EAL students/pupils.

Liaison with Parents

As with all students and pupils it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communication is the key. For parents of EAL learners this is taken into consideration by:

- providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting
- monitoring letters, newsletters, sent home to check that language used is clear and straightforward.
- reading through letters (where appropriate) with children before they are taken home.
- provision of translations of school documents in community languages, where appropriate.
- encouraging parental attendance at parents evenings and participation in other school functions e.g. school assemblies, PTA activities, fêtes, sports days.

To ensure that the Chinese Families are kept informed the school has appointed Mrs Annie Swynnerton as the main link between them and the school.

Using parents, students and pupils as a resource to develop language learning and cultural understanding.

(See also ESL policy in the Language Faculty documentation)