

St. Hubert's Catholic Primary School:

EAL Policy

Context

St. Hubert's is an inclusive school and recognises and addresses the needs of EAL pupils as it recognises the specific needs of all pupils. The area of EAL is addressed by the Study, Access and Support Team and there is a named EMAG Coordinator who works under the direction of the Learning Support Coordinator.

The current EMAG Coordinator is Claire Channa.

The ethnicity of children at St Hubert's school in 2003-4 comprises:

White incl white Irish	Mixed race	Asian or Asian British	Black or Black British	Chinese or Other ethnic group
84.8%	4.1%	9.2%	0.5%	1.4%

Of these pupils, only about 1% were non-English speakers on arrival. However, about 7% of pupils have English as an additional language, and about 50% of these frequently speak in a language other than English at home.

The backgrounds of pupils at St. Hubert's mean that the needs of its EAL pupils are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrase in speaking and writing.

Aims of EAL provision

To raise the attainment of minority ethnic pupils by

- Giving pupils with EAL access to the curriculum as quickly as possible
- Providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English
- Providing additional in-class and withdrawal support to these pupils
- Developing an understanding of and valuing pupils' home languages
- Using visual and auditory resources
- Assessing pupils with EAL to establish their needs and progress
- Liaising with SEN colleagues in identifying pupils who may additionally have SEN

Identification and assessment

Parents are asked to inform school of any language needs their child may have on entry to school.

In addition to this, EMAG staff, liaising with colleagues and working alongside pupils, should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data including:

- QCA assessment scales for pupils with EAL
- SATs
- QCA optional tests
- PIPs
- Foundation stage profile
- PANDAs
- Teacher assessment
- Reading tests/sweeps
- Young's spelling tests
- Individual pupil targets
- ICT based tracking systems
- Consultation with parents
- Attendance and behaviour monitoring
- Accurate ethnic data

Once the pupils have been identified and assessed, EMAG staff need to work with colleagues to develop Individual Language Plans with SMART targets.

Methods of working

These will be flexible according to the needs of the pupils but may include:

- In class support for individuals and small groups
- Developing appropriate resources
- Planned withdrawal lessons to support ILPs
- Support within small-group intervention strategy programmes also involving non EAL pupils
- Study groups in and after school for exam preparation
- Providing advice and training for other staff members
- Contributions to working parties

Monitoring

- Reviews of ILPs at least twice yearly
- Monitoring by central EMAG team
- Twice-yearly report to SMT and Governors

Home-school links

Strategies are in place to

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Promote a multi-cultural understanding in school

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Professional development

Staff are provided with opportunities for training on EAL to extend their knowledge and understanding and enhance their skills: learning support staff working more closely with EAL pupils attend training from outside providers and disseminate this to all staff in school. This contributes to the development of good practice and the raising of achievement within the school.

Use of ICT

ICT is a central resource for learning in all areas at St. Hubert's and is used when relevant for meeting the needs of EAL pupils.

Resources

Staff working with EAL pupils have received training in how to use existing resources to support language development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase further resources to support the EAL programme.

Effective EAL support

This will be evidenced by:

- High standards of EAL teaching and curriculum content for EAL pupils
- Good leadership and management of EAL
- Pupils with EAL are sufficiently challenged and supported so they can reach their potential
- Support takes account of pupils at the early stage of language learning
- Support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills
- The offered curriculum is relevant and sensitive
- The SMT is fully involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils
- EMAG funding is used successfully for the stated purposes of the grant
- Links with parents are good
- The area is a strength in the school