

The Friars Primary School

EAL Policy



Written: October 2020

Review: September 2022

Every child at The Friars Primary School has the right to gain an outstanding education. It is essential that children entering our school with English as an additional language have the opportunity of full access to the curriculum. This policy aims to ensure that there is a clear and consistent approach across our school to allow all pupils to thrive in our setting.

Statement of Intent

Here at The Friars Primary School we pride ourselves on our inclusivity. We are a School of Sanctuary so we will provide an environment where all children feel happy, safe and welcomed. We want to offer as many opportunities as possible to children with English as an additional language to allow language skills to organically develop. We want to foster a love of learning by making the curriculum exciting and to children with English as an additional language through engaging, appropriate and challenging teaching. We will celebrate all languages we have in our school community and encourage their development alongside English.

Responsibilities of the EAL Co-ordinator

- Liaise with the families officers during the admission process
- Provide a list of key information to gather during admission process
- Ensure that class teachers are equipped with the knowledge of the induction process for new arrivals
- To ensure that NASSEA assessments are carried out
- Monitor NASSEA targets termly
- Provide guidance and support to class teachers when setting targets
- Ensure that the SEEMA programme is being followed for new arrivals
- Liaise with EMTAS
- Ensure referrals are made to EMTAS for new arrivals
- Keep up to date with EAL strategies and issues
- Arrange translations or interpreters if possible
- Ensure that home languages and culture are celebrated in school

New Admissions

It is important to gather information during the admission process to ensure a smooth transition to our school. Pupils need to feel safe, relaxed and welcomed in order to achieve in school therefore it is important to gather information to assist this. If possible, the admission process could be assisted by the use of an interpreter in order to gather accurate information. The families officers will ask key questions which will allow for the EAL lead to make a pen portrait of the child to pass up to their teacher.

Planning for EAL Pupil

Children with additional language have the right to access a full and broad curriculum. When planning for EAL pupils it is important to apply strategies and pedagogical knowledge in order to make lessons accessible. It is important to keep the children in the mainstream classroom as much as possible as this allows for a deeper understanding of language in context. Pupils learn significantly more from their peers during their early experiences with English and therefore should be given the opportunities to do this as much as possible. Targeted interventions for English should mean that a child is removed from the main class for no longer than 30 minutes each day.

Children with an additional language should be offered appropriate and challenging targets to ensure they make maximum progress.

A child who arrives with very limited English should begin the SEEMA scheme of work after their initial NASSEA assessment. This work can be carried out as part of an English lesson, although there should be opportunities offered to the child to take part in the mainstream lesson with their peers.

Whilst completing the SEEMA scheme of work, topics should be continually revised and revisited in different contexts. Upon completion of the scheme, the mainstream class work should be differentiated at an appropriate level to ensure a high level of challenge for pupils to ensure progression towards targets.

Target vocabulary for foundation subjects should be shared with EAL pupils. This could be through explicit teacher or sending home lists to learn at home.

Teaching Strategies

Classroom

- Sit the pupil with a good role model of English
- Have the pupil sat close to the front to allow them to clearly see body language
- Slow speech down
- Use images to accompany key vocabulary during teaching input
- Use of fan cards to identify key vocabulary
- Involve the pupil in daily classroom routines e.g. giving out books, collecting paper etc.

Teaching

- Use of visuals
- Immersion in class setting as much as possible
- Targeted language interventions
- Develop vocabulary using barrier games
- Matching words and images
- Providing word banks
- Provide opportunities for speaking and listening activities
- Develop vocabulary using barrier games
- Sequencing activities
- Using sentence stems
- Use substitution tables

Assessment

We use NASSEA assessments to assess all our EAL pupils who do not have proficient enough English to access the appropriate National Curriculum objectives.

Children with English as an additional language are then referred to EMTAS, where additional assessments are carried out and support is provided on a weekly basis. EMTAS offer additional guidance and support to class teachers.

Once a child has been referred to EMTAS, they will have an assessment by the EMTAS teacher, who will then make recommendations on whether they will be eligible for additional support or whether they have proficient enough English to be supported in the mainstream classroom.

When working with EMTAS, the child will either be taken to work 1:1 or in a small group for up to 1 hour of focussed language activities. A child will spend up to 3 terms with EMTAS.

The EAL co-ordinator requests NASSEA assessments to be carried out during week 4 of the child arriving at school. This allows time for the pupil to settle into school routines and allows the teacher to observe objectives organically as well as explicit assessment. It is important not to carry out the assessments before this time as it does not allow the child the opportunity to become comfortable within the new setting.

Targets are to be reviewed regularly by the class teacher and a discussion will be held with the EAL coordinator half termly to discuss targets, progress and support.

Resources

We provide the SEEMA scheme of work for children who are new to English. We have Fresh Start available to Key Stage 2. We use visual aids, iPads for translation, picture books, videos and iPad apps, which provide additional support for our learners to access mainstream lessons.

We recognise that proficiency in pupils' home language has a significant impact on their ability to learn English and therefore provide dual language books, which pupils are encouraged to take home alongside their English reading books.

Parental and Community involvement

In order for all children to succeed in school it is important we have a good relationship with our parents and our community. We will do this by:

- Ensuring our admissions process is welcoming
- Using interpreters where possible to assist in the admission process
- Celebrating the languages we have in school and encouraging their development alongside English
- Provide word banks to learn at home in pupils' home language as well as English
- Celebrate work of EAL pupil
- Recognise different cultural celebrations and their traditions throughout the school year

EAL children with SEN

If a child displays any behaviour upon arrival that demonstrates a possible SEN, staff will make due consideration as to whether this is an initial anxiety about a new environment. Where possible, staff will follow the below procedure for all new arrivals with EAL.

If a child is not demonstrating expected language progress, a referral will be made to EMTAS who may advise that their levels within the child's home language are not expected. If this is the case, a referral will be made to the SENCo

EYFS

In EYFS, children with EAL are immersed into the day-to-day curriculum. They will be taught language and understanding skills through usual EYFS teaching, Wellcomm, Phonics and continuous provision interactions. If a child is not developing and acquiring language as expected, a referral may be made to the SENCo

New Arrivals

The first 4 weeks of a child's arrival to our school are important to ensure that we create a safe and nurturing environment. It's important to gather as much information during the admission process to allow teachers to adapt and cater for any emotional needs as well as academic needs.

As a school of sanctuary, we will provide the new arrival with a Schools of Sanctuary Ambassador, who has been trained to ensure that they are welcomed into our school in the best possible way.

A new arrival should be given the first two weeks they are with us to build relationships with their peers. During these two weeks, the pupil should not be removed from the classroom for individual targeted interventions. They should be immersed in the classroom environment.

After the first two weeks, children should then be assessed using the NASSEA framework. They should then begin the SEEMA scheme of work. Children should be kept in class as much as possible to ensure full immersion in English.

Pupils with limited English can go through a silent phase, where they will not feel comfortable to speak. Pupils should not be forced to speak during this time as this could have a lasting impact on their confidence speaking English. Instead, they should be buddied with an English role model in class, who will demonstrate English language in context.

By the end of week 4, children should be have appropriate targets which have been formulated from the NASSEA assessment framework. If appropriate, pupils should be referred to EMTAS for additional support.

Below is a checklist for ensuring a successful induction of a new arrival:

Section A : Teacher Actions for a New Arrival

By the end of week 1:	How this will be achieved
<ul style="list-style-type: none"> ● Read through admissions notes and pen portrait of child ● Ensure child has a buddy within the classroom ● Ensure that pupil is express basic needs ● Assign additional School of Sanctuary ambassador 	<ul style="list-style-type: none"> ● Discussion with families officers and class teacher ● Set work which involves getting to know the child and their likes and dislikes as well as their interests ● Within the first day, child should be shown around school by their buddy and a member of staff and introduced to key staff members ● Nominate a confident English speaking member of the class to act as a buddy at break and lunchtimes. ● Provide the child with a vocabulary fan which has images to show needing a drink, going to the toilet etc. ● Communicate with Schools of Sanctuary lead
By the end of week 3	How this will be achieved?
<ul style="list-style-type: none"> ● Ensure that the child is mixing with other children on the playground ● Ensure that the child is sat with a good English language role model ● NASSEA assessment completed and handed to EAL lead ● EMTAS referral if appropriate ● Targets created using NASSEA assessment framework ● Introduce the SEEMA scheme of work 	<ul style="list-style-type: none"> ● Keep in contact with School of Sanctuary ambassador and class buddy ● Position the child at the front of your class and near a proficient English speaker ● Contact EAL lead for the NASSEA assessment documents ● Obtain parental consent for EMTAS referral and use online referral form ● Contact the EAL lead for SEEMA scheme of work, which can be carried out alongside or in place of English lessons.
By the end of their first half term:	How will this be achieved?
<ul style="list-style-type: none"> ● Children and engaged and immersed in classroom learning ● SEEMA scheme of work is embedded into English lessons ● Show progress toward NASSEA targets 	<ul style="list-style-type: none"> ● Teaching strategies have been adapted and implemented to ensure that the curriculum is accessible ● Clear challenging and achievable targets are shared by class teachers and support staff

Section B- How should a new arrival feel and know in our school?

By the end of Week 1	What should we do if this is not evident?
<ul style="list-style-type: none"> ● The child should feel happy and welcomed into our school ● They should know who the key adults in the school are ● They should know who to go to if they need help ● They should know where the toilets are 	<ul style="list-style-type: none"> ● Ensure that time is taken to get to know the child. ● Communicate with dinner staff to ensure lunchtimes games are accessible for all children ● Make time for the children to understand one another through drawing, songs, games ● The child should be shown key adults in school by either the teacher or the teaching assistant ● Go on walks around the school to find key areas ● Create a simple map to identify the toilets
By the end of Week 3	What should we do if this is not evident?
<ul style="list-style-type: none"> ● Happy, relaxed and settled in school ● Familiar with school routines ● Can follow simple classroom instructions ● Can use simple survival language or gesture (toilet etc.) ● Interacts with other children 	<ul style="list-style-type: none"> ● Find time for small group work which doesn't involve high levels of English ● Speak with Schools of Sanctuary lead about additional support ● Create a visual timetable ● Give the child responsibility with in the class, for example, handing out paper or pencils ● Ensure classroom instructions are accompanied with visuals or clear gestures and keep them consistent ● Keep communication lines with dinner staff open to ensure lunchtime games are accessible
By the end of the first term	What should we do if this is not evident?
<ul style="list-style-type: none"> ● Happy, relaxed and confident around the school ● Confident with classroom routines ● Confidently use survival language and gestures ● Confident with lunch and break time routines ● Plays and joins in with games at break and lunch times ● Interested and excited by their learning ● Show progress toward NASSEA targets 	<ul style="list-style-type: none"> ● Referral to families officer would be appropriate at this point to address any underlying issues which may be present ● Keep a visual timetable ● Targeted intervention to ensure survival language is embedded ● Small group games to build up confidence and build friendships ● Ensure strategies outlined in the policy are being implemented to make the curriculum accessible ● Discussion to be held with EAL lead and EMTAS support on how to better aid the child to meet their target

ANNEX A - Documents to Support New Arrivals

INITIAL VISIT / APPLICATION FOR PLACE

1. If place available, School Administrator supports parents/carers and locates them to the Salford portal.
2. When school is notified by Salford Admissions that place is confirmed School Administrator forwards information to Children & Families Officer to arrange contact with parent/carers.

ADMISSION MEETING

1. VISA check if child is arriving from outside of the EU.
2. Admission meeting conducted by Children & Families Officers (AR / CM)
3. Parents assisted in completing Admission Form, Home-School agreement and consent forms. Info provided on FSM, uniforms and childcare.
4. School prospectus / information provided.
5. Tour of school and opportunity for pupil and parents/carers to meet new teacher and classmates (dependent on Covid-19).
6. Parents/carers informed that child to start on Monday at 8.45am
7. Consideration if the new pupil is classified as vulnerable e.g. asylum seeker/refugee, LGBT, SEN, looked after, CP/CIN plan, any other reason.
8. Consideration if the new pupil needs to be EAL tracked.

BETWEEN ADMISSION MEETING AND ADMISSION DAY

1. New Arrival Information Form provided by Children & Families Officer (AR / CM)
2. Induction and welcome to class planned by class teacher (checklist provided & EAL Section B tracking)
3. All new pupils to be allocated a pupil ambassador in their class.

ADMISSION DAY (Monday preferred day where appropriate)

1. Child/parents/carers arrive at 8.45 am and greeted by Children & Families Officer (AR / CM). Pupil ambassador to greet where appropriate.
2. Parents shown which door pupils will be collected from and reminded of finish time.
3. School Administrator enters pupil data on system and sends for previous records.

PROGRESS REVIEW

1. Pupil ambassador to support pupil through first half term / 6 weeks of school.
2. Settling in and progress to be monitored by Children & Families Officer (AR / CM)
3. Review after half term / 6 weeks of school. Checks with pupil, parents and ambassador. Ambassadors roll ends.
4. Consideration of further referrals if there are concerns.

New arrivals: Checklist for teachers and TAs

Have you.....

- “ Read the ***New Pupil Information*** form?
- “ Labelled a tray (and coat hook) with the pupil’s name, ensuring it is correctly spelt?
- “ Prepared and labelled books?
- “ Has a new PE kit and water bottle been provided?
- “ Considered where the child will sit and in which groups he/she will work in?
- “ Talked to your class about welcoming new pupils? Have you informed them of child due to arrive?
- “ Allocated a, ‘Pupil Ambassador’ to the child who can greet them on their first day?
- “ Familiarised yourself with the child’s background and experiences?
- “ Familiarised yourself with the child’s first language and cultural background?
- “ Looked at the child’s record from previous schooling (if available) and considered how to build on previous achievements?
- “ Made contact with the child’s parents/carers? Are there any concerns that you need to discuss with them at an early opportunity? Have parents/carers had an opportunity to share their own concerns?
- “ Has the child been allocated a pupil ambassador?
- “ Considered if the child needs EAL tracking?

The Friars Primary School

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New arrival starting in class _____ on _____

Name:

DOB:

Boy

Girl

Known as:

First language:

EAL: Yes / No

Religion:

Other languages:

Reason for arrival e.g. new to country, moved into the area, school transfer:

Family composition, background, siblings in school:

Previous education (UK or abroad) & language skills. SEN? Previous support?

If EAL can the child read & write in their home language? EMTAS form signed? Does this child require EAL tracking?

Health, behaviour, trauma or safeguarding concerns:

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School Meal:

Packed lunch:

Dietary requirements:

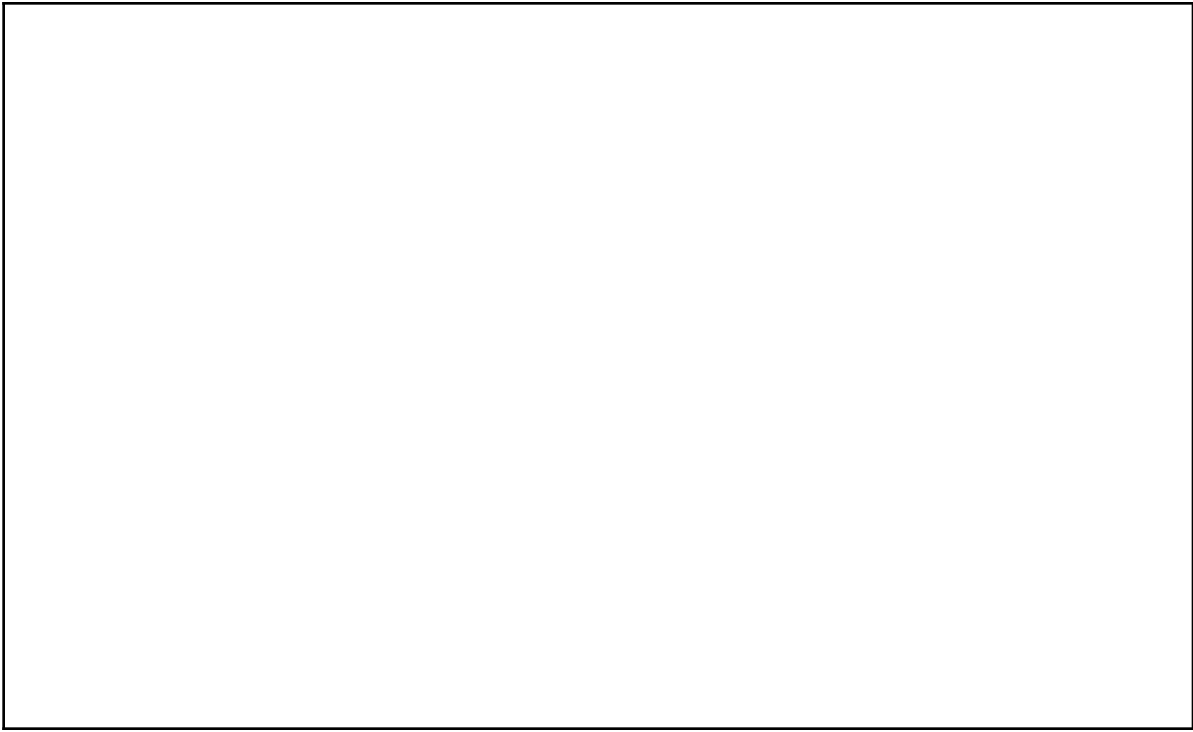
School milk: Yes

No

Is this child considered to be vulnerable: Yes

No

Reasons for vulnerability e.g. health, EAL, safeguarding, behaviour, other



EAL Pupils

Use, 'Section B – How should a new arrival feel and know in our school?'

By end of Week 1, Week 3 and Week 6 (or first term) this should be coloured coded:

Red – not achieved

Amber – partially achieved

Green – fully achieve

This document will then be used to complete a progress and settling into school review for the new pupil.

All new pupils will need a 'Pupil Ambassador' assigning to them for their first 6 weeks. The role of a 'Pupil Ambassador' is to give the new pupil a tour of all of the most important

places in school, to make the new pupil to feel welcomed and to help them to make friends.

(There are whole class training resources on the staff shared area for pupils that should be delivered during the first weeks of Autumn 1 as part of the PSHEC Curriculum).

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NEW PUPILS SETTLING IN RECORD/PROGRESS REVIEW

NAME:
BOY/GIRL

CLASS:

FIRST LANGUAGE:

Date of entry:

Date of monitoring:

Attendance (%):

Punctuality (No.):

Key progress indicators:

q Relaxed and happy

q Following classroom routines

q Bringing PE kit & book bag

q Interacting positively with peers

q Know about lunch procedures

q Wearing uniform

q Familiar with location of toilets

q Participating in group & class activities

q Showing interest and motivation

Settling into class and class routines

Behaviour & relationships with peers/staff

Teacher / TA comments

Pupil comments

Parent / Carer comments

Actions and recommendations e.g. referrals to EMTAS, SEN, SALT etc.

