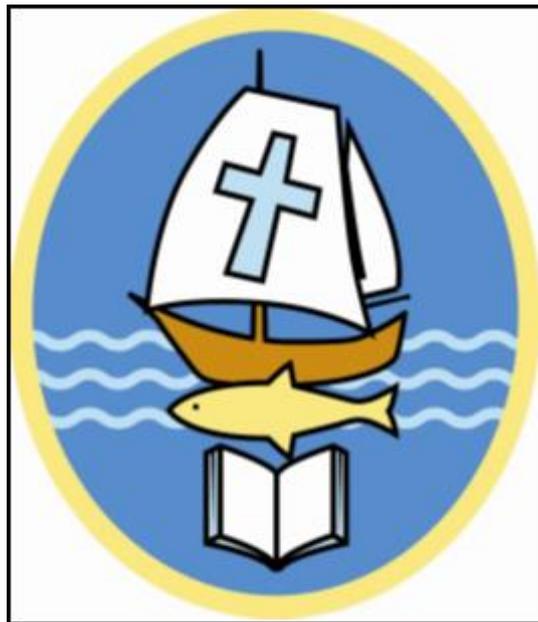




SS Simon & Jude
Church of England Primary School

SS Simon and Jude CE Primary School – EAL Induction Policy



Document Name	EAL Induction Policy
Document Written by	English subject leader
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Responsibility	Principal
Approved by	Local Advisory Board

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at school are given the best chance possible to reach their full potential.

We aim to:

- welcome the cultural, linguistic and educational experiences pupils with EAL contribute to school.
- ensure strategies are in place to support pupils with EAL.
- enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- provide a welcoming atmosphere for newly arrived pupils with EAL.
- assess the skills and needs of pupils with EAL.
- gather accurate information regarding children's backgrounds, cultures and abilities.
- equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- use all available resources to raise the attainment of pupils with EAL.
- systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- maximise opportunities to model the fluent use of English.
- ensure pupils with EAL are acknowledged for their skills in their own languages.

1. Subject leader responsible for pupils with EAL

1.1. School has an assigned subject leader who is responsible for pupils with EAL. Their responsibilities include:

- coordinating the efficient timetabling of pupils with EAL.
- overseeing the assessment and targeting of children with EAL.
- ensuring the procurement and appropriate use of resources to support pupils with EAL.
- aiding staff in effective communication with parents and finding translators where appropriate.
- exploring various possibilities to ensure important information is shared with parents.

2. The role of school staff members:

2.1. The school employs bi-lingual staff to support pupils with EAL. Staff are timetabled to effectively support pupils.

2.2. The responsibilities of teaching staff are:

- the induction of newly arrived pupils.
- conducting initial assessments of pupils with EAL.
- teaching small groups of pupils with EAL.
- providing classroom support.
- advising on strategies to support and include pupils with EAL.
- providing advice regarding inclusive curriculum materials.
- advising on ways to differentiate work for pupils with EAL.
- encouraging and supporting pupils to maintain and develop their first language.
- developing relationships between the school and parents of pupils with EAL.
- securing and providing training to ensure staff development, including INSET courses.

2.3. All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- ensuring all written work includes the technical requirements of language as well as the meaning.
- providing a good model of spoken English.
- where possible, using a variety of types of text to explore their subject and through the varied use of English.
- ensuring the inclusion of pupils with EAL in their classrooms.
- identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

3. Support

3.1. Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction programme. This programme focuses on practical, everyday English which is delivered within English sessions. The induction period typically lasts six weeks but varies according to the pupils' needs. Pupils will still receive a broad and balanced curriculum, having access to a range of different curriculum subjects such as PE, Music, Maths, Science etc.

3.2. In-class support and small group work is utilised as soon as the pupil can be successfully integrated into the classroom environment.

4. Inclusion

4.1. The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- there is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- the language development of pupils is the responsibility of the entire school community.
- mainstream and support departments will work together to ensure optimal outcomes are achieved.
- diversity will be valued and classrooms will be socially inclusive.
- teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- schemes of work will be adapted to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

5. Initial assessments

5.1. The school will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.

5.2. Initial assessments are carried out by the teacher responsible for pupils with EAL, and completed assessments are held centrally on the school system.

5.3. Teachers of the pupil will access the assessment to inform their teaching and lesson planning.

5.4. The pupil and the parents of the pupil may view the assessment at any time.

6. Classroom practice

6.1. Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

6.2. Classroom activities will be matched to pupils' needs and abilities.

6.3. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

6.4. Where possible, the following practices will be utilised to improve pupils' literacy:

- utilisation of the pupil's first language expertise.
- the provision of writing frames.
- the use of props / visual images

6.5. Language skills will be developed through:

- collaborative activities involving spoken communication.
- feedback opportunities and conversations.
- good models provided by peers.
- appropriate use of language programme purchased by school.

6.6. Active participation will be encouraged by:

- grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

- 6.7. Classroom displays will reflect cultural and linguistic diversity.
- 6.8. Assessment methods will allow pupils to show what they can do in all curriculum areas.
- 6.9. Bilingual dictionaries are available to aid pupils with EAL.
- 6.10. Dual language textbooks are available and used where possible.
- 6.11. Prior to any intervention, clear targets are set and shared with the pupils. Appropriate intervention target sheets are completed.

7. Access to the curriculum

- 7.1. The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:
 - the language and learning demands of the curriculum are analysed and support is provided.
 - visual support is utilised to provide greater understanding of key concepts.
 - there are opportunities for pupils to use their first language in the classroom.
 - the support requirements of pupils with EAL are identified and the support is made available.

8. Working with parents and carers

- 8.1. Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:
 - actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
 - provide interpreters or make use of appropriate programmes to aid translation, for meetings when needed.
 - ensure the language used in letters to parents is clear and straightforward.
 - where appropriate, have teachers read through the letter with pupils before sending the letter home, to ensure the message is clear.
 - where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
 - encourage parents to attend parent conference evenings and participate in school functions.
 - invite parents to school to participate in entry / exit points, parent workshops, school performances and all other school events.
 - encourage parents to become involved with home learning such as home learning logs, shared reading schemes and language-based homework.

9. Special educational needs (SEN)

- 9.1. A pupil is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- 9.2. A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.
- 9.3. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists.
- 9.4. Where appropriate, the school will arrange an assessment in the pupil's first language.
- 9.5. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

- 9.6. The school will ensure that the parents or carers of a pupil with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

10. Monitoring progress

- 10.1. All teaching staff are involved in the monitoring of pupil progress.
- 10.2. Pupil progress meetings are carried out in line with the school's assessment overview. Pupils' records within their learning review folders are updated following assessments and reviewed on a termly basis.
- 10.3. Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

11. Policy review

- 11.1. This policy is reviewed every two years by the Principal and English subject leader.
- 11.2. The scheduled review date for this policy is July 2023.

Appendix 1 – Induction Programme Overview

Stages of the Induction Programme	Overview of the stage	Member of staff responsible
1	<p style="text-align: center;">Welcome meeting</p> <p>Induction meeting hosted by school on a one to one basis with each new parent/pupil to school. Information forms completed: data collection form, collection from school form, consent form including photographs, free school meals application. Parent/pupil to visit new classroom environment; meet new teacher and pupils; tour of school; parent/pupil are also introduced to the Principal. All new pupils are given a letter detailing showing the drop off point along with picture of class teacher.</p>	Paula Coleman
2	<p style="text-align: center;">Teaching and Learning Resources</p> <p>Office administration team provide details of new pupils to support staff who ensure all teaching resources (exercise books, pencils etc) are organised ready for the child to start school the following day.</p>	Rebecca Mort
3	<p style="text-align: center;">First day of school</p> <p>Pupils arrive at their drop off point and are welcomed into school alongside their class teacher and peers. Pupils are reintroduced to the class. A class buddy is assigned to show the pupil(s) rules and routines at unstructured times such as playtimes and lunchtimes. Pupils who speak to the same language support the pupil in translation if needed. School is also conscious of exposing the pupils to English as much as possible in the first few weeks and teach the pupil a few key phrases.</p>	Class Teachers
4	<p style="text-align: center;">Settling into school</p> <p>Pupils are given the opportunity to settle into school, making new friends etc. The learning mentor carefully monitors this period, taking feedback from class teachers where appropriate. Any concerns linked to adapting to school rules and expectations are shared via CPOMS and are addressed by the Principal / Vice Principal. Parents are consulted if needed.</p>	Paula Coleman
5	<p style="text-align: center;">Teaching and Learning</p> <p>Teaching staff assess pupils' understanding using language assessment on Flash Academy. This provides feedback linked to all areas of the English curriculum. Staff use this feedback to plan appropriate learning opportunities for pupils. This is individualised and can take many different forms i.e. Flash academy, RWI Phonics, integrating into lessons etc.</p>	Class Teachers
6	<p style="text-align: center;">Monitoring Progress and Attainment</p> <p>As part of the assessment overview pupils will be monitored linked to their progress and attainment in Reading, Writing and Maths initially. Whilst there could be some varying differences between English and Maths we see this as a positive as pupils should not be held back in different subjects linked to their language ability. Professional discussions take place between leaders and teaching staff in order to ensure the best support is in place for all pupils.</p>	Leadership Team