



# Pikes Lane Primary School Statement of Practice

English as an Additional Language (EAL)  
(Including International New Arrivals (INA) and Advanced  
EAL)  
Statement of Practice

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

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Linked Governor Sub Committee: Health and Wellbeing  
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**English as an Additional Language (EAL)  
Statement of Practice  
(Including International New Arrivals (INA) and Advanced EAL)**

**General Introduction**

In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

**INA**

**1 Introduction**

All pupils arriving in a new school are entitled to the same welcome and induction into the life of their new school. Parents and carers need to be welcomed and involved in order for us to teach pupils effectively. All children are entitled to education and access to the whole school curriculum. Core agreed procedures should be in place for all INA pupils. Some additional procedures may be necessary in order to ensure pupils and families from Minority Ethnic backgrounds have the same access to information and support as all other parents and pupils. Our teachers are aware that our pupils bring to school different experiences, interests and strengths that will influence the way they learn. We believe that all our pupils are entitled to an equal opportunity to experience success, to fulfil their potential and to enjoy the full benefits of their education.

**2 Aims and objectives**

1. To provide a warm welcome for INA children and their parents and carers, this will reassure them that our school is a safe and caring environment.
2. To integrate INA children into the life of the **school** as quickly as possible.
3. To integrate INA children into the life of the **class** as quickly as possible.
4. To ensure that accurate information about a child's background and previous educational experience is gathered on admission.
5. To value and celebrate the skills and knowledge that new children bring to the school.
6. To ensure that the inclusion of INA children is a shared, whole school responsibility.
7. To ensure that each child enjoys access to the whole curriculum and is able to reach their full potential.
8. To prepare the school and the class to receive the new child/ren.
9. To monitor the initial and ongoing progress of INA children as part of whole school pupil tracking.

**3 Induction and assessment**

- Preparing for the new arrival
- Settling the new pupil in school
- Gathering evidence for summative assessment

**New arrivals induction flow chart**

Initial contact made with school office. Office to determine the need for an interpreter.



Office to contact family and arrange for them to come into school for their initial interview and tour of the school. Initial meeting with the EAL lead and Business Manager. Information about the child to be gathered, along with a copy of birth Certificate or passport. Date of first entry into UK to be logged down. Share the welcome booklet with parents and use 'How schools work' chart with the talking pen. Agree start date and introduce child and parents to class teacher.



Office to update the INA register and SIMs and pass on any relevant information to class teacher



ACIS and EAL lead to pass on any previous assessment to the class teacher. Within 2 weeks class teacher (or deployed trained TA) to assess the children in speaking, listening, reading, writing and maths using Pikes Lane EAL Assessment grids (based on NASSEA step levels). Class teacher to liaise with EAL lead when setting Assertive Mentoring targets.



Class teachers to arrange a minimum of two buddies from class to support the new pupil during the first few weeks. Other staff on duty to be made aware of new pupil.



Extra support provided (group or 1:1 sessions) during the first term in school. The EAL lead, class teacher and relevant TAs must liaise and communicate effectively during this time to ensure smooth transition in and out of class. The class teacher should assess the child as part of the usual assessment cycle – using either the Pikes Lane EAL Assessment grids or National Curriculum levels, depending on the stage of the child.

## EAL

### 1 Introduction

Children who have been in this country for two years or more are no longer considered 'International New Arrivals'. They will still be learning English as an additional language but will have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. Children may also be advanced EAL learners. They may have been born in this country, started school in EYFS but their home language is not English. These children also need to be supported.

### 2 Aims and objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language.

### 3 Teaching and learning style

In our school teachers take action to help children who are learning English as an additional language by various means:

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;

- ensuring that there are effective opportunities for speaking and listening, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
- Ensuring access to the curriculum and to assessment by:
  - using accessible texts and materials that suit children's ages and levels of learning;
  - providing support through ICT, video or audio materials, dictionaries and translators
  - using the home or first language and contexts children are culturally familiar with (where appropriate).

#### 4 Curriculum access

All children in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Assertive Mentoring targets are created for these children and personalised provision is planned into daily lessons.

Some children have access to additional language support outside of the classroom. This support is used to address the child's Assertive Mentoring targets or specific needs highlighted by the class teacher. Children are only withdrawn from the classroom for short periods of time and for a specific duration. This could be facilitated in a small group or individual basis.

In the Early Years Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

The Early Years Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults wherever possible;
- providing bilingual support to extend vocabulary;
- providing a variety of writing in the children's home language as well as in English;
- providing opportunities for children to hear their home languages as well as English;
- providing a language rich environment.

#### 5 Assessment

We use the NASSEA step levels to monitor the children's progress and record their attainment. Once children have achieved a level appropriate to be included in the Pikes Lane Assessment System, they will be assessed against this. Both these assessments are used to plan Assertive Mentoring targets which are reviewed and updated regularly. We also carry out ongoing recording of attainment and progress in line with agreed school procedures.

The statutory assessment arrangements of the National Curriculum allow us to make some special arrangements for children who are learning English as an additional language.

#### British Values

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

**Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.**

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and

Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.