



**Learning Together, Aiming High, Proud to be Ourselves**

**POLICY NAME:** Multicultural Curriculum Policy

Supporting Children with English as an Additional Language

**DATE ADOPTED:** 9<sup>th</sup> February 2021

**DATE GOVERNORS AGREED POLICY:** 9<sup>th</sup> February 2021

**REVIEW PERIOD:** Annually

**REVIEW RECORD:** January 2022



# JOHN RAY INFANTS AND SCHOOL HOUSE NURSERY

## Introduction

A learner of English as an additional language (EAL) is a pupil whose first language is other than English.

*'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.'*

**Source: School census preparation and guidance for 2007 (DfES 2007)**

At John Ray Infant School we are committed to providing an inclusive ethos and curriculum to all children including those from minority ethnic groups and those with English as an additional language.

This policy outlines the procedures and practises that are currently in place to support the teaching for children with EAL and children from minority ethnic groups.

## The make-up of our school

- **20 different countries are represented by pupils and their families in our school community.**
- **18.4% of pupils have English as an additional language (EAL)**

## Aims

- To enable all children with EAL feel welcomed and are able to access the curriculum.
- To ensure all staff are aware of the provisions that are in place at John Ray Infants and School House Nursery for pupils with EAL, (Initial Assessments, Welcoming Procedures, EAL Monitoring of Progress and Strategies for in class support).
- To ensure that strong links are established between the nursery, school, the community and parents with EAL.
- To provide an environment in the nursery and school that is welcoming and inclusive for all children and parents from minority ethnic groups and those with English as an additional language.
- To ensure the curriculum is planned to explore different countries and cultures.

## Objectives

- To be able to assess the skills and needs of children with EAL and to give appropriate provision throughout the school.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor children with EAL.
- To monitor children's progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain children's self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To ensure that the EAL Co-ordinator will provide training and support for all staff on the need and process for initial assessments; welcoming procedures and strategies for supporting in class and tracking and monitoring children's progress.
- The school as a whole will ensure that the school environment is inclusive to all children and parents through displays, activities such as Multicultural week; the resources that are available and the inter-relations between staff and the community.

- The EAL Co-ordinator and Class Teachers will carry out Initial assessments and advise staff on differentiating activities to allow children with EAL access to the curriculum.

## **Identification of EAL**

For the schools' census, a first language other than English should be recorded under 'first language' where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community. If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English.

Under the Equality Act 2010, schools have a legal responsibility to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

For children with English as an additional language, this will mean establishing clear procedures for their provision at their various stages of development.

## **Key Principles for Additional Language Acquisition**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All children have entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of children's home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

## **Monitoring**

All newly arrived children who are at the early stages of learning English should, wherever possible, be assessed in their first language, in English and in mathematics. The process below is followed when conducting an initial Interview and Assessment with newly arrived children.

- A member of the office staff will inform the EAL Co-ordinator of any newly arrived children with EAL who are admitted to the school.

- The EAL Co-coordinator will then liaise and give advice to the child's class teacher on how to settle the newly arrived child into the class.
- The child will be given a settling period of 2-4 weeks before an Initial Assessment is carried out. This will mainly focus on Speaking and Listening.
- The class teacher will place this assessment in their EAL file in their classroom. If the class teacher has carried out any other assessments of the child, a copy should also be put in the EAL file.
- The child's progress is monitored by the class teacher.
- Initial Assessments will be used to inform planning for the child.
- Additional activities are planned for EAL children at John Ray Infants. They will be led by an experienced member of staff and will take place either in the classroom or through small group activities in a quiet area of the school.
- If SEND issues are suspected, a copy will be given to the SENCo. (Time will be given for the child to fully settle first.)

## **EAL and SEND**

*'The identification and assessment of the SEN of children or young people whose first language is not English, requires particular care. Schools, colleges, early years and other providers should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or both.'*

### ***Code of Practice for SEN 2014 (last updated April 2020)***

*'A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.'*

### ***Children and families act 2014***

At John Ray Infant and School House Nursery, we will not make a judgement on whether a child may have SEND just because they have EAL. A thorough assessment will be carried out once the child has been given time to settle into school. This period of time will allow the child to settle and to show their knowledge. Wherever possible, if SEND is a consideration, assessments should be carried out in the child's own language.

## **Procedures to Welcome Newly Arrived children at the Early Stages of Learning English**

The following procedures should be used to welcome and induct newly arrived pupils who are at the early stages of learning English.

- Introduce and welcome newly arrived child to the class.
- Inform whole class of child's name, (ensuring correct pronunciation of name) language and country of origin.
- The class teacher will pair newly arrived children with a child who speaks the same first language if possible. If not the class teacher will identify two other peer mentors (children who are good language role models) for the newly arrived child and in addition all adults who are present in the class will support this at relevant times of the day.
- The peer mentors and supporting adults will assume responsibility for:
- Explaining the daily classroom routine.

- Taking the newly arrived child on a tour around the school so that they become familiar with the layout of the school, starting with a tour of their classroom to include cloakroom area, toilets etc. and including the following areas of the school, classrooms, playground, Hall, school office and the Head/Deputy Head Teachers office.
- Playing with/looking after the newly arrived child at playtime/lunch times. During playtimes and lunch times the peer/adult mentors will assist the child with the school routines and procedures.
- The class teacher will ensure that the newly arrived child is seated near their mentors where possible to help them feel secure.
- The class teacher should provide opportunities for the newly arrived child to acquire and use the “survival” language required in order that he/she can express their immediate needs e.g. going to the toilet, finding their coat. Bilingual dictionaries/books can be used where possible and also a set of picture cards of various places/procedures in the classroom can also be used to help the newly arrived pupil communicate their needs.

### **Strategies to include newly arrived children who are at the Early Stages of Learning English in the Mainstream Classroom**

#### School/class ethos

- Recognise the child’s mother tongue; boost the child’s self-esteem.
- Remember, he/she has the potential to become a bi-lingual adult
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Identify the child’s strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

### **Teaching and Learning and curriculum planning**

- Assess the child’s competence in English in relation to the NC standards or Early Learning Goals and expectations for their age. (appropriate banding level)
- Show differentiated work for EAL children in planning.
- Have high expectations; expect children to contribute and give you more than one-word answers.
- Monitor progress carefully and ensure that EAL children are set appropriate and challenging learning objectives.
- Recognise that EAL children need more time to process answers.
- Allow children to use their first language as a tool for learning and to explore concepts.
- Give newly arrived children time to absorb English without pressure to speak at an early stage.
- Group children to ensure that EAL pupils hear good models of English.
- Ensure that the newly arrived children at the early stages of learning English sit near the front of the class so that they have immediate accessibility to the class teacher’s facial gestures and body language, interactive technology, whiteboards and class texts.
- Respect the child’s silent period in which he/she will be observing and listening to others. Remember that active listening is an integral part of learning.
- Include the child in all sessions as much as possible, especially during the delivery/oral segment. However, differentiated activities may need to be planned.
- Keep instructions simple. Speak clearly. Repeat, rephrase and demonstrate if necessary.
- Use language structures that are repetitive.
- Write clearly and in print in books and on worksheets. Use symbols, simple drawings to explain key words and phrases.

- Encourage the pupil to take on the responsibility of being a ‘Helping Hand’ giving them small jobs that encourage him/her to interact e.g. giving out paper, collecting up books, taking the register to the office. This will encourage the pupil to feel part of the class even though s/he can’t contribute much yet.
- Use pictures and diagrams in books, on worksheets and on the board to explain things.
- Have a vocabulary column on the board in which key words are written.
- Try to use dual language texts where possible and appropriate e.g. during the reading period. Send them home for the pupil to share with parents.
- Ask a supporting adult to read focus books the week before they are taught in class so that the pupil is familiar with them.
- Where possible encourage the pupil to work in small groups or pairs.
- Provide lots of opportunities for repetition.
- Be aware of previous experiences that may affect the way in which the child settles into school, including the type of educational experience s/he has had previously. (The Initials Interview contributes to this information).
- Provide where possible books and pictures that relate to the child’s country of origin and first language.
- Be aware that the pupil may need constant reassurances, for example with smiles and gestures.
- Use the internet to find out information about the child’s country of origin, religion, culture and language.

### **Home / School Links**

- Ensure that the school ethos and environment is welcoming to parents by having welcome posters in the reception area, signs in different languages.
- Use a proactive approach, talk to the parents. Use signing and gestures to encourage understanding.
- Wherever possible, use the child’s home language to learn ‘good morning’, ‘goodbye’ with the whole class.
- In the Autumn Term, EAL parents are invited to a meeting to go over school routines. Give parents the school Welcome Booklet. (In their language)
- Invite parents to school events.
- Keep parents informed of the child progress following normal school procedures.
- Encourage parents to make links with the local community. Identify support that the community can give including information on English classes provided by ECC.
- Recognise that negative and/or excessive behaviour, whilst needing to be addressed, may be motivated by frustration or disorientation (culture shock).
- Encourage the parents to keep the school informed about any issues relating to the child.

### **Assessment and Record Keeping**

The school will ensure that all EAL children have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

### **Responsibilities**

#### **EAL Co-ordinator/Responsible person for admissions:**

To obtain, collate and distribute information on new children with EAL.

This includes: Language(s) spoken at home, information from the previous school, information on level of English used and details of curriculum at previous school.

**Headteacher:**

To ensure that:

- All involved in teaching EAL learners liaise regularly.
- Parents and staff are aware of the school’s policy on children with EAL.
- Relevant information on children with EAL reaches all staff.
- Training in planning, teaching and assessing EAL learners is available to staff.
- Challenging targets for children learning EAL are set and met.
- The effectiveness of the teaching of children with EAL is monitored and data collection is managed.

**EAL Co-ordinator:**

- Oversee initial assessment of children’s standard of English.
- Give guidance and support in using the assessment to set targets and plan appropriate work.
- Provide advice to teachers and support staff on classroom strategies.
- Monitor standards of teaching and learning of children with EAL.
- Liaise with parents/guardians
- Support the child’s language development both in class and by withdrawal (for 1-1 work) as appropriate.
- Report to the Head on the effectiveness of the above and the progress of children.

**Class/subject teacher**

- Be knowledgeable about the child’s abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and grouping of children in class.

**Kate Mills - Headteacher**

**Designated Lead for EAL- Mrs Amy Bennett**

**Designated support staff lead- Mrs Kaye Weale**

Policy created: January 2021

Ratified by Governors: ..... Signed.....

**Appendix**

**Definition of relevant terms used in the policy**

EAL

The term ‘EAL’ stands for ‘English as an additional Language’ and is used to describe those children whose first language is not English.

Bilingual

In England the term is currently used to refer to pupils who communicate in two or more languages. They may have access to or need to use two or more languages at home and at school. It does not mean that they are competent and literate in both languages.