

# Castle View Primary School

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## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

<b>Written by</b>	
<b>Date approved by Governors</b>	
<b>Review Date</b>	

## **Introduction**

At Castle View Primary School, we celebrate the fact that some of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

## **The context of the school:**

The school provides education for all children including those who are new arrivals to the country, who are bilingual and or in the process of acculturation. Currently there are 24 children with English as an Additional Language (EAL) and 6 languages other than English spoken by children in school. The school's inclusion manager is Ms J Walton.

## **Assessment**

The children are assessed using the Department of Education Levels of Proficiency in English see appendix 1 for level descriptors. The Class Teacher meets with the Assessment team termly at pupil progress meetings and along with literacy/numeracy assessments, the EAL and inclusion teacher's information support the Level descriptor arrived at.

Children joining school at the start of term or midterm are supported by the school inclusion team who liaise with parents to gather as much information about achievement in previous schools as is possible and where appropriate contact previous schools. If necessary the school can use an interpretation and translating service see Appendix: 2.

## **Planning, provision and monitoring**

Curriculum planning takes into account the needs of EAL learners by building on their previous known experiences and considering their religious, cultural and linguistic backgrounds. Targets are set dependent on the initial assessment and reviewed regularly.

Children 'new to English' are initially supported by visual symbols and real context photographs. The school use interventions recommended by the Ethnic Minority Gypsy, Roma and Traveller Achievement Service (EMA): Racing to English and Progression in English. Key features of each curriculum area e.g. vocabulary, uses of language forms and texts are identified and modelled clearly e.g. working walls. Any withdrawal of learners is for a specific purpose, is time based and linked to the work of the mainstream class.

## **Special Educational Needs and Gifted and Talented Pupils.**

Where EAL learners are not making expected progress assessments can be made to identify causes. The SENDCo can refer to agencies that have access to interpreters. Where EAL learners show particular abilities in any area, their achievements are acknowledged, encouraged and appropriate challenges provided.

## **Resources**

The school have accessed training through EMA and attend regular cluster meetings led by EMA at local schools. Staff are encouraged and supported to use a range of resources to support EAL learners e.g. games, visual materials, differentiated worksheets, bilingual dictionaries, key word lists and computer software. School have also bought in programmes recommended by EMA: Racing to English and Progression in language structures. The school has a TA3 who delivers 1:1 and small group interventions.

## **Admitting new pupils**

School follow the guidance provided by EMA support services in conjunction with LCC see Appendix: 3.

This policy will be reviewed Spring 2021 by the Inclusion Manager.