



Fairchildes Primary EAL policy

Ethos

Fairchildes provides an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its pupils. We believe that the curriculum should reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all children.

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by direct language support from a EAL support teacher and TA, but also by a whole school approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources, and whole school assemblies etc that embrace a wide range of world cultural events. Thus allowing all children to experience, understand and celebrate diversity.

Aims and Values

To ensure that the language and learning needs of individual pupils are clearly identified and provided for.

To enable pupils to gain full access to the Curriculum and develop strategies to overcome any obstacles that might prevent pupils from achieving their full potential.

To raise achievement of pupils who have English as an additional language through a clear system of targeting tracking and monitoring individual progress.

To work in partnership with parents and support learning at home, by encouraging attendance of assemblies and parents evenings and participation in parents groups.

To recognise and value the home language of bilingual children and to promote it within the classroom wherever possible.

To be aware that pupils who have English as an additional language may also be Young Carers.

Implementation of Policy

New children will be met by a member of the EAL team who in consultation with the child's class teacher will assess the child's needs, plan and set targets for the individual.

Depending on the individual needs of pupils they will receive both curriculum support in class and additional support in small groups as appropriate for language development and enrichment.

Monitoring EAL learner's progress and development is shared between class teacher, EAL Team, Inclusion Manager and the Assessment Coordinator, in line with Fairchildes Assessment procedures.

The school carries out a structured analysis of data in order to observe the performance of different groups and uses the results to analyse whether its provision is ensuring equal educational achievement by all groups, in addition EAL children up to year 3 are assessed using EAL Language Progress Records.

Classroom Practice

Teachers have high expectations of all pupils regardless of ethnicity.

The demands of the curriculum are analysed and support provided appropriately.

Access to meaning is provided by presenting and introducing topics with visual support for key concepts whenever possible. (Videos, pictures, objects)

Practise and development in language skills is encouraged through collaborative activities that involve talk.

New children are paired up with a buddy in the classroom to model good use of language.

Children are grouped strategically for different activities (supportive writers in each group, mixed/like ability, etc).

Displays and resources in the classroom and around school celebrate difference.

Teachers keep parents regularly informed about pupil's progress both informally and during parent's evening. Parents are invited to share achievements through letters home, certificates and rewards during assembly.

EAL and SEN

The EAL Coordinator is a part of the Fairchildes Inclusion Team. The school recognises both the importance of and the difficulties involved in, the early recognition of SEN in EAL pupils.

