



The Park Federation Academy Trust

The Godolphin Junior Academy

English as an Additional Language Policy

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Pav Dhillon
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Section 1: Aims of the Policy

At The Godolphin Junior Academy we are committed to ensuring that we meet the full range of needs of those children, who require English Language Support (ELS) and those who are learning English as an additional language (EAL). We will provide opportunities for them to achieve their potential by enabling them to access all aspects of the curriculum.

EAL/ELS operates under the umbrella of Inclusion and works in conjunction with Special Educational Needs and Disabilities and Pupil Premium.

Section 2: Objectives

- To develop a culture of high expectations and achievement among pupils, parents and staff within the school.
- To develop an inclusive curriculum within the school which celebrates and values the diversity of its pupils, their languages and cultural heritage.
- To develop initiatives which involve parents in supporting and promoting their children's achievements.
- To identify, assess and support the needs of pupils throughout the stages of their acquisition of the English language.
- To provide specific support for the development of the English Language to those who are New to English to ensure that they have full access to all aspects of the National Curriculum.
- To provide an Intensive Induction Programme for new arrivals as needed.

Section 3: Teaching and Learning

- The SENDCO will analyse data and use this to identify groups of pupils who require intervention. The SENDCO will then coordinate and monitor this with the assistance of support staff who have been trained to deliver EAL interventions.
- Year Team Leaders and the SENDCO will monitor medium term plans and planning to find opportunities for activities and resources that are relevant to pupils' cultural and linguistic backgrounds.
- Inclusion team staff will ensure that focused support, inside and outside the classroom, is provided for target pupils, according to their individual needs.

Class teachers will liaise with Inclusion team staff to access resources to support pupils in class.

Adapted activities will be built into teaching and learning to ensure that individual pupils are included in whole class group and individual work.

Support will be provided through texts and materials that suit children's individual needs including ICT, video or audio materials and bilingual books and dictionaries.

- Children's home or first language will be used, where appropriate, to support learning.
- Individual and group focused support will be provided throughout the school starting from Year 3 to Year 6.

Section 4: Assessment and Target Setting

- Inclusion Team will assess the needs of new arrivals, as soon as possible after entry to the school. Where necessary, first language assessments will be done to check their proficiency in their home language in order to identify starting points for support. All pupils identified as needing English language support will be set targets according to their individual needs.
- Inclusion Team will monitor and review targets on a termly basis and liaise with class teachers and support staff to ensure that the support provided is effective in reducing any gaps in learning and progress between EAL/ELS pupils and others.
- SLT and the SENDCo will scrutinise and analyse Key Stage One (KS1) and Key Stage Two (KS2) Standard Assessment Tests (SATs) and information contained in Insights, in order to identify issues of underachievement. EAL/ELS pupils are expected to make progress in line with all other pupils and pupils new to English will make accelerated progress by the end of KS2.
- Academy Development Plan (ADP) will incorporate action plans and reviews relating to raising the progress and attainment of EAL/ELS pupils.

Section 5: Special Education Needs and Gifted & Talented Pupils

- Most EAL pupils receiving additional support do not have SEN.
- Where progress falls below the expected range, an EAL/SEN assessment will be carried out. Should Special Educational Needs/Disability (SEND) be identified, the pupil will have equal access to the school's SEND provision.
- We will employ a range of strategies to establish whether EAL pupils are Gifted and Talented irrespective of their stage of English acquisition.

Section 6: Training

SLT and the Inclusion Team will monitor and identify staff training needs, this will include ensuring that when new staff are inducted, they become familiar with the policy and practice for supporting EAL/ELS pupils.

As part of their professional development, staff and governors will be given the opportunity to attend good quality training.

Section 7: Parental Involvement

- We will make every effort to provide first language interpreters who will, if known in advance, be available for 'starting school' consultations with the Principal or the class teacher, where an initial assessment of English language needs will be made.
- First language interpreters will be available for termly parent evening consultations. The Inclusion team will hold meetings with parents of target pupils to discuss targets and progress for pupils receiving EAL/ELS support.
- The school will seek to provide parents with written information in an appropriate language, where possible.

Parents will be actively encouraged to participate in all aspects of school life, whether or not they speak English. Such activities will include:

- Helping in class, on school trips, volunteering as Parent Champion etc.
- After-school sessions for ICT or dance run by outside agencies.
- Attending meetings concerning National Curriculum, tests, homework, etc.

