

# Webheath Academy Primary School

## English as an Additional Language (EAL) Policy 2021-22



Approved, ratified and adopted by the local governing body on 22<sup>nd</sup> November 2021.

**Chair: Jo Veale**

This policy will be reviewed annually

**Head Teacher:** Mrs Janine Burton

**Teacher with responsibility for children with EAL:** Mrs Jayne Woodward

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## **Introduction**

Webheath Academy Primary School is a two-form entry school that has 449 children on role (at the time of writing). Webheath Academy Primary School believes that every child is special and every child should receive education appropriate to their needs, in order that they should reach their full potential, be happy and feel safe. We provide quality first teaching through a personalised curriculum for all pupils, including those who have English as an additional language (EAL).

## **Aim:**

We strive to ensure that all pupils and staff feel included as part of the school community and are valued for their uniqueness and individuality.

We aim to have an ethos that promotes high achievement, equal opportunities, values cultural diversity, challenges racism and intolerance, integrates children from ethnic minorities and a variety of backgrounds or where English is not the first language and works in partnership with parents/carers and the wider community.

The provision of a happy and secure learning environment for all our children is paramount.

## **Implementation:**

The SENDCo (Jayne Woodward) has overall care of children with English as an additional language. On arrival at school information is gathered including, pupils' linguistic background and competence in other languages, previous educational experience, and family background. In order for all children who have English as an additional language to feel valued, have high self-esteem and achieve well, we will ensure that they have the opportunity to: -

- Receive a broad and balanced curriculum, linked to the National Curriculum
- Use and celebrate their own first language as well as English
- Celebrate and share a range of cultures, festivals and religions
- Have additional adult support or differentiated activities or resources; to enable them to fully access the curriculum, so that they have the same educational opportunities as their peers.
- Leave our school with an improving command of written and spoken English
- Achieve results that are a true reflection of their academic abilities.

## **Strategies:**

- The progress, target setting and achievement of our children with EAL and ethnic minority groups will be closely monitored and tracked. This will include reporting to the Governor Standards & Improvements Committee, SIA & Ofsted.
- Additional adult support beginning from Nursery, Reception or when a child enters our school; will be provided and funded as required, to assist with the development of communication skills and learning in English and with enabling each child to access the full curriculum.
- Additional intervention groups, phonics lessons, 1:1 daily reading sessions, buddying and other special provisions will be implemented to accelerate progress and achievement, as required.
- Special events, PSHE, assemblies, visitors, educational visits, RE and community activities will be used to promote understanding amongst the entire school community. Family members may be invited and encouraged to work with staff and pupils when organising these lessons or activities.
- The 'hot meals' provider will be encouraged to offer a range of menus and food items, which reflect our diverse and vibrant community.
- Recognising and encouraging the use of first language
- Helping children and parents understand how they can be supported at home, including continuing the development of their first language.