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| Created | October 2006 |
| Last Reviewed | Sept 2021 |

EAL/EMA Policy

Policy Statement

Morden Primary School has diverse community including many who use English as an additional language. We recognise that cultural and linguistic diversity is a rich resource for the whole school. Morden is committed to making appropriate provision of teaching and learning resources for pupils for whom English is an additional language and for raising the achievement of ethnic minority pupils.

Context of School, Including our Nursery

- There are 21 languages spoken at Morden in addition to English. The most common are Urdu, Tamil, Polish, Romanian, Bengali and Nepali.
- 83 children at Morden (38%) have a home language in addition to English.
- There are 154 (71%) children with ethnicities other than White British. The most common ethnicities are: Any Other Asian, Black African, Black Caribbean, Any Other White and Pakistani.

Responsibilities

All staff (teaching and non-teaching) have the responsibility to ensure that EAL/EMA children are supported effectively. All teachers of bi-lingual children have a responsibility to ensure that each child receives their full entitlement under this policy. Teachers are responsible for ensuring that all pupils have access to the curriculum.

The Inclusion Manager, in liaison with class teachers, is responsible for initially identifying the groups or individuals that are to be supported. The EAL/EMA teaching assistant is responsible for the planning, preparation and delivery of the curriculum to the appropriate groups. This should be done in liaison with the class teacher.

Induction and Enrolment

When an application to attend Morden Primary School is made, the admin team should identify whether the child has English as an Additional Language. This should mean that any necessary interpretation is arranged prior to a parental visit. Class teachers, EAL TA, SLT and key stage leaders should be notified before a new starter begins at the school, so necessary arrangements and resources can be arranged – this might be via email or using appendix b. Class teachers should ensure that the new starter is paired with a suitable buddy to help them settle into school life. The EAL TA has timetabled space to go and support new EAL starters and class teacher and EAL TA should make arrangements for this to happen. An assessment of EAL proficiency should be made and then passed onto the EAL co-ordinator and admin team. The level of proficiency will be recorded on SIMS. Dependent on the level of language development, the level and duration of EAL TA support will then be decided.

Assessment and Target Setting

Morden will ensure that all EAL/EMA pupils have access to statutory assessments, making full use of special arrangements, mother-tongue assessments and use of bi-lingual dictionaries where appropriate. Individual class teachers are responsible for the assessment of EAL/EMA children. The EAL children are screened for proficiency in English and this is recorded on SIMS. Where a child's English language development is at a level where they

are not yet working in phase A, B or C, they will be assessed using Merton's EAL 1,2 and T thresholds and the level will be recorded on SIMS. EAL and EMA children are tracked on the whole school system within their class context. This is monitored by the Assessment Coordinator termly in line with core subject assessment expectations.

All children at Morden have an individual target for both literacy and numeracy. EAL and EMA children are included in this target setting process which is formative and ongoing.

Teaching and Learning

It is expected that EAL children are planned for with differentiated learning opportunities organised where appropriate by class teachers. EAL/EMA resources are available to support the differentiated learning that may be required. The EAL/EMA HLTA is responsible for the teaching and learning outside of the classroom environment. Classroom displays should reflect the cultural diversity of our school. Signs and labels in dual languages are displayed around the school.

Resources

It is the responsibility of the Governors and Headteacher to ensure that provision is made in order to raise standards of achievement among EAL/EMA children and that all pupils are given full access to the curriculum.

The Headteacher is responsible for accounting for funding which provides EAL/EMA support. All staff are responsible for ensuring that classroom resources and display reflect the diverse cultures of our community.

All staff are responsible for ensuring that lesson planning is appropriately differentiated in order that all pupils can access the curriculum.

Induction forms need to be introduced for initial interviews for new registration of children to our school.

Monitoring

Monitoring progress of the English language will be the responsibility of the EAL/EMA HLTA and Inclusion Manager.

The observation of the teaching of EAL/EMA children should form a part of the whole school's ongoing monitoring and observation schedule.

The Inclusion Manager will monitor the effectiveness of the Policy and report to the Senior Leadership team.

Review

This policy will be reviewed annually by the Inclusion Manager to enable updating of statistical data.

J Carrington




Appendix A

Steps for New EAL arrivals.

1. **Admin staff** to identify with parents or via paperwork from previous school if new starter has English as an additional language, prior to starting school, preferably prior to parental visit to school.
2. If necessary, school can arrange any necessary interpretation for parents.
3. **Admin staff** to notify key staff that a new EAL child is starting – **class teacher** and **TAs**; **Inclusion Manager**; **EAL HLTA** (Kim); **Key Stage Leader**; **Headteacher**; **Deputy Headteacher**. This can be done using the form attached as appendix b if pupil files are available, these should be added. If not, **admin staff** should email key staff to notify them.
4. **Class teacher** to ensure that resources for new EAL starters are prepared ready for their start date. This will be done in liaison with **Inclusion Manager** and **EAL HLTA**.
5. **Class teacher** to ensure new starter has a buddy to help them settle in and support in lessons and playground.
6. **EAL HLTA** to visit new starter within the first week to assess EAL proficiency.
7. **EAL HLTA** and **Inclusion manager** to agree package of support for new starter. This will be communicated with **class teacher**.

Appendix B

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|  | <p>You have a new child starting in your class who has EAL.</p> <p>Child's name _____</p> <p>Class _____ Home language _____</p> | |
| | Name | Signed |
| Class teacher | | |
| TAs | | |
| Inclusion manager | <i>Jim</i> | |
| EAL HLTA | <i>Kim</i> | |
| Headteacher | <i>Peta</i> | |
| Deputy Headteacher | <i>Anna</i> | |
| Key Stage Leader | | |