

HOLY FAMILY PRIMARY SCHOOL  
MAGHERAFELT



**ENGLISH AS AN ADDITIONAL LANGUAGE  
POLICY STATEMENT**

## **Rationale**

Holy Family Primary School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

There are 9 languages represented within the pupils at this school.

25 pupils have a home language in addition to English.

16 pupils are identified as needing EAL support.

Key Principles for Additional Language Acquisition

## **Context within School**

Language develops best when used in purposeful contexts across the curriculum.

Effective use of language is crucial to the teaching and learning of every subject.

The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.

Teachers have a crucial role in modelling uses of language.

The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.

All pupils have entitlement to the National Curriculum.

The school applies the three principles of inclusion as identified in the National Curriculum Handbook.

A distinction is made between EAL and Special Educational Needs.

Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.

Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

All languages, dialects, accents and cultures are equally valued.

## **Aims**

- To provide support for children for whom English is not their first language
- To create an environment where a wide variety of nationalities and cultures are welcomed and included in the life of the school.
- To promote an ethos of security and warmth for such children to grow and develop as part of the school community.
- To provide opportunities for the sharing of a variety of cultures.
- To allow children to feel secure within their own identity as well as appreciating the diversity of cultures within our school and the wider local community

## **Key Principles for Additional Language Acquisition**

Language develops best when used in purposeful contexts across the curriculum. Effective use of language is crucial to the teaching and learning of every subject. The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.

Teachers have a crucial role in modelling uses of language.

The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.

All pupils have entitlement to the curriculum.

A distinction is made between EAL and Special Educational Needs.

Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.

Many concepts and skills depend on and benefit from well-developed home use of language and literacy. Home language enhances subsequent acquisition of EAL.

All languages, dialects, accents and cultures are equally valued.

## **Induction Process**

### *Action In Advance of Pupil's Arrival*

- Class teacher will be updated with all available information about the intended arrival of a new child
- Class will be informed in advance about the arrival of the new pupil in order to maximise the positive attitudes of those within the class
- Class teacher will emphasise the positive aspects of the arrival of a pupil from another culture with an additional language.
- In advance of the pupil starting, parents will be invited to the school so that many aspects of school life can be explained to them. They will also be invited to meet their child's class teacher.
- Parents will be given all important information in writing to help them prepare for their child's start to school.

### *Action On Arrival*

- The child will be taken to the class by the vice-principal to meet teacher and join the class. Parents will accompany.
- Buddy system will be organised by the teacher to help with settling in.
- Child will be encouraged to meet with and converse with other children in the school with same home language if appropriate.
- Through observation and interaction, class teacher will identify the level of communication and understanding of the child and begin to build an individual pupil profile [ ref: Stages of Development – Appendix 1] which will be continuously under review
- Class teacher will liaise with SENCO to determine the level of support required.
- NEELB EAL teacher will be made aware of the introduction of the child to the school so that the child may be assessed and support / guidance offered. Language Education Plan will be drawn up [ Appendix 2]
- Language will be enhanced through a range of learning opportunities as presented through the breadth of the curriculum on offer.
- Education plan will be reviewed at the end of 8 week period with targets being either maintained or further developed depending on progress being made.

### *Support for Parents*

- Oral communication will be used at all times to impart information to parents and carers.
- Targets set within the LEP will be shared orally with parents
- Parents will be asked to participate in all aspects of school life and to attend the annual school celebration of European Languages Day.
- Parents will be asked to attend sessions with relevant interpreters to assist in the positive exchange of views and information between school and parents.

### **Resources**

- White Boards [A4] & Markers
- Picture Dictionaries
- Flash cards
- Clicker 4
- Internet
- School reading material
- Picture Books
- Digital camera
- Tape recorder

**PUPIL PROFILE [EAL Children]**

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

Expected Start Date \_\_\_\_\_

Initial Class \_\_\_\_\_

Parent[s]/Guardian[s] \_\_\_\_\_

Siblings in School \_\_\_\_\_

Contact Details \_\_\_\_\_

Parent[s] Working Arrangements \_\_\_\_\_

Level of Spoken English [Child] \_\_\_\_\_

Level of Spoken English [Parents] \_\_\_\_\_

Support for Family [If Any] \_\_\_\_\_

Medical Needs \_\_\_\_\_

Lunch Arrangements \_\_\_\_\_

Emergency Contact \_\_\_\_\_

Any Other Relevant \_\_\_\_\_

Information \_\_\_\_\_