

Provision for pupils with English as an additional language (EAL)

Rationale

In line with our Equal Opportunities Policy, Atelier 21 Future School recognises the benefits of having a diverse school community, where everyone is valued. Pupils will be taught to respect others and value the contributions they make. The school is committed to equality of opportunity for all members of the school community.

Provision

When joining Atelier 21, pupils who have English as an additional language (EAL) will be assessed to identify the amount of support or intervention required. An initial meeting with parents will be organised, with a translator if necessary, to understand the personality of the pupil, their proficiency in their native language, their educational background and the use of English and their home language.

Support and intervention at Atelier 21 would include:

- Being paired with a student who is particularly fluent in English to model and learn vocabulary, phrases and sentence structures
- Use of a teaching partner to support one-to-one in key subject areas (CPD will be offered so that staff have appropriate training)
- Use of visual timetables and graphic organisers to support pupils in organising their ideas
- Use of differentiated tasks to support vocabulary acquisition and sentence cohesion allowing students to express their ideas initially in their native language using translation software.
- Integration into group activities especially music, drama and PE to encourage social communication
- Making the verbal curriculum more visual; using key vocabulary and phrases in visual displays
- Developing interactive and collaborative teaching and learning styles
- CPD and training for staff to ensure best practice is employed
- Continued communication with parents to focus the development of a pupil's use of English

Resources

Teachers will consider the needs of bilingual learners in their planning and teaching. In class, pupils will be taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in

pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

Resources include:

- Vocabulary building flashcards
- Everyday sentence builder cards
- EAL Everyday Objects Out and About Editable Cards with English
- Differentiated grammar gap-fill resources

Special Educational Needs and Disabilities (SEND)

Pupils with EAL will be provided with tasks well matched to their age and ability so that they can continue to make good progress. Their progress in English language acquisition and in learning in all curriculum subjects will be carefully monitored. If there is reason to think that a pupil with EAL may also have special educational needs and disabilities (SEND) they will be assessed in order to identify their specific learning needs and provided with appropriate support.

Examples of this may include:

- One-to-one support with SEND consultant
- Personalised curriculum
- Differentiated resources
- Access to ICT
- Translation software
- Formal assessment if required

Assessment

To initially assess EAL pupils at Atelier 21 we will refer to Hester's (1990) Stages of English. These stages cover aspects of bilingual children's language development in English and reflect an approach to learning in which young children acquire English language through exposure:

- Stage One - new to English
- Stage Two - becoming familiar with English
- Stage Three - becoming confident as a user of English
- Stage Four - a very fluent user of English in most social and learning contexts

Teaching staff will continue assess pupil progress through day-to-day conversation and regular weekly/fortnightly Learning Conversations with a mentor. Progress will be measured against the National Curriculum and English acquisition will be assessed using NALDIC EAL formative assessment descriptors.

NALDIC Assessment

The style of learning and teaching at Atelier 21 values collaborative and interactive group work. This would offer opportunities for EAL pupils to develop their language skills and their social skills to enable them to feel more confident in using English at home, in school and in the wider community.

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