

Marden Bridge



Middle School

Believe, achieve, succeed.

Multicultural Education and English as an Additional Language Policy

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Introduction

Marden Bridge Middle School provides a broad and balanced education for all, and is enriched by the diversity of ethnicity, culture and faith of our pupils.

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by direct language support from a specialist teacher, but also by a whole school approach.

This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual language signs – labels - dictionaries, and whole school celebrations that embrace a wide range of world cultural events.

Aim

Children must have full and equal access to the National Curriculum, whatever their religion, ethnicity, first language, special educational needs, gender, (see Equal Opportunities Policy).

The aim of this policy is to set out how that access is achieved with regard to pupils for whom English is an Additional Language and for those pupils who belong to an ethnic minority. The school will provide effective learning opportunities for all pupils in accordance with the statutory inclusion statement of the National Curriculum, by: setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

Good Practice in working with bilingual and multilingual pupils

The school recognises the following factors as being central to progress for EAL pupils:

- Recognition of the importance of home language.
- Treating racism and bullying seriously (see equal opportunities and anti bullying policies).
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include bilingual materials.
- Curriculum, which portrays positive images and role models.

Implementation of EAL Policy

The school receives language support from the Local Authority, depending on need.

The involvement of the EAL teacher in school planning is expected at all levels, as appropriate to meet the needs of the current intake of EAL pupils.

The role of this teacher includes:

- Initial assessment of language stage of EAL pupils.
- Monitoring of EAL pupils' progress.
- In consultation with class teachers, collaborative planning and target setting for EAL pupils to incorporate both curriculum and EAL specific objectives. Former annual Individual Learning Plans are currently being replaced by a trial of the Ethnic Minorities Achievement Service support agreement: this will be reviewed on a sliding time-scale by mutual agreement with the class teacher. This time-scale is likely to range from half-termly for a new arrival at beginner stage, to annually for an older, stage 4-5 learner of English.
- Direct support of pupils' language development both in class and withdrawal (1:1 or small group) as appropriate, for language development and enrichment.
- Advice on differentiation of work for EAL pupils.
- Advice on inclusive curriculum materials.
- Advice on classroom strategies to support and include EAL pupils.
- Advice on inclusion and support of EAL pupils in the NLS and literacy hour.
- Advice on implementing inclusion statement with regard to EAL pupils, refugee and asylum seeker pupils, ethnic minority pupils and EAL pupils with SEN.

Curriculum Principles

The curriculum should reflect the ethnic and cultural diversity of modern Britain. Good education begins from sharing the experience that children bring to school from a variety of ethnic and cultural backgrounds.

The school's goal is to enable pupils from minority ethnic backgrounds to gain full access to the National Curriculum and to develop strategies for recognising and overcoming any obstacles that prevent pupils from developing their full potential in school.

Curriculum Planning

The needs of EAL pupils in accessing the curriculum need to be carefully planned, as does the provision of a balanced and positive multicultural education.

Teachers need to ensure that:

- The language and learning needs of pupils are clearly identified and provided for.
- The language and learning demands of the curriculum are analysed and support provided.
- Visual support is provided for key concepts.
- Planning includes opportunities for first language activities in the classroom.
- The support requirements of pupils are identified.

Curriculum and Classroom Practice

- Teachers should have high expectations of all pupils regardless of ethnicity, gender, or social background.

- Activities are matched to pupils' needs and abilities and have a clear sense of progression.
- There is evidence of development in oracy and literacy through:
 - the awareness and utilisation of the children's first language expertise.
 - provision of scaffolding/writing frames.
 - using story props.
 - Practice and development in all 4 language skills will be encouraged through:
 - collaborative activities that involve talk.
 - opportunities for feedback to others.
 - models produced by peers to show what can be achieved.
 - Classroom organisation and groupings will encourage and support active participation by:
 - grouping and regrouping pupils for connected activities in order to develop language skills.
 - 'supportive experts' in each group ie. good readers and writers.
 - using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age).
 - Displays in the classroom and around the school will reflect linguistic and cultural diversity.
 - Assessment methods allow pupils to show what they can do in all curriculum areas.
 - Access to meaning should be provided by presenting and introducing lessons or topics with visual support:
 - videos
 - maps
 - posters
 - pictures
 - objects
 - use of Information Communication Technology

EAL Pupils and Special Educational Needs

A child has special educational needs if she/he has a learning difficulty. A child must not be regarded as having a learning difficulty (see Code of Practice and school Special Educational Needs (SEN) policy) solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs will include a proportion of EAL pupils, and other pupils from ethnic minority backgrounds. The school recognises both the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils.

Assessment of SEN in EAL pupils will involve the EMAS support teacher as well as the Special Educational Needs Co-ordinator (see appendix 2).

If appropriate, the school will try and arrange an assessment in the child's first language.

The nature of support for EAL pupils with SEN will be decided on an individual basis through consultation between the SENCO and EMAS teacher. Provision of support will be jointly reviewed regularly. This support will take account of the child's needs as an EAL pupil.

Information on the Code of Practice in first language will be made available to parents at an early stage in the process.

The EMAS teacher will be responsible for ensuring that home language does not prevent the parents /guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

Liaison with Parents

As with all children it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communication is the key. For parents of EAL learners this is taken into consideration by:

- providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- monitoring letters, newsletters, sent home to check that language used is clear and straightforward.
- reading through letters (where appropriate) with children before they are taken home.
- provision of translations of school documents in community languages, where appropriate.
- encouraging parental attendance at parents evenings and participation in other school functions e.g. school assemblies, PTA activities, fêtes, sports days.
- informal contact with parents in school playground to reinforce communication.
- inviting parents into school to help with class activities e.g. reading, cooking, class outings
- encouraging parental involvement with shared reading scheme and homework, which may be specifically language based.
- encouraging parental involvement on Governing body.

Transfer from First School

Regular contact is maintained with First School staff and Key Stage Co-ordinator:

- Throughout the year, but particularly during the summer term, contact is made with Y4 children who will be transferring to the Middle School in September.
- Information on pupils' progress in English language acquisition at Key Stage One is shared with mainstream colleagues.
- A meeting is held in the second half of the summer term to discuss transfer of EAL learners and receive EAL profiles.

- Opportunities are encouraged for Y4 children to visit the Middle School to help ensure a smooth transition.

Transfer to High School

- During the middle of key stage 3, EAL learners transfer to a range of high schools: ?
- Care is taken that parents have full access to information about the range of choices available to them. Teaching staff are always ready to offer support and advice about the various options.
- The EAL support teacher/SSA is available to accompany children on their visit to their designated secondary school if required.
- EAL profiles at Key Stage Three are passed on to high schools and to SENCO teachers if appropriate.

Assessment and Target Setting

Monitoring EAL learners' progress and development is shared between mainstream teachers and the EAL support teacher as advised in 'a Language in Common'.

Individual pupil profiles will be kept updated with relevant information and regular assessment tasks will indicate children's progress. This assessment should also inform curriculum planning.

Pupils should be encouraged to take responsibility for their own learning by setting their own targets for achievement or assessing their own progress. An Individual Education Plan for EAL pupils (ILEAP) may be drawn up.

The school also carries out a structured programme of ethnic monitoring to observe the performance of different groups in relation to academic achievement and uses the results to assess whether its provision is ensuring equal educational achievement by all groups.