



English as An Additional Language
/ Newcomer Policy

Botanic Primary School
Belfast

Reviewed June 2023

General Statement of Principle

The staff of this school believe that all pupils are valued welcomed and given help to meet their full potential.

Educational experiences are provided that develop their achievements and recognise their identity.

Diversity is valued as a rich resource that supports the learning of all. In this school we recognise every child`s entitlement to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

The ethos of the school demand that this policy statement should apply to all staff, governors, students, parents/carers, visitors and others involved in any way with school.

We aim to ensure that all EAL / Newcomer pupils:

- Use English as a means of learning across the curriculum
- Develop their self-esteem and confidence through recognition and acceptance of their cultural identify.
- Have equal access to the NI revised curriculum.
- Are given appropriate programmes of work to develop their English language skills.
- Will have potential strengths as well as additional needs.

Context of the School

Children from a wide range of background cultures languages and dialects attend Botanic P.S. They exhibit great cultural diversity and bring with them the knowledge they may have gained from the range of experiences through which they may have lived. Currently we have children from approximately twenty-six different nationalities attending our school.

Educational Inclusion

Educational inclusion is an ongoing process that embraces and celebrates diversity. It involves the identification and minimising of barriers to learning that may be experienced by some groups of children and aims to maximise resources to reduce these barriers.

Key Principles for rapid and effective Additional Language Acquisition

- Motivation to communicate through the development of acceptance, security and self confidence.
- Organising classroom activities and experiences which foster communication.
- Developing a pupil's self-image through recognition of his /her distinctive cultural experiences, the ability to use two languages or more, of being bilingual and through praise for achievements.
- A distinction is made between EAL / Newcomer and SEN.
- Helping pupils to take ownership of their learning.
- Teachers have a crucial role in modelling the use of language.
- Parents should be encouraged to share language and literacy in speaking and listening as well as in reading and writing. This can be as valuable in first/home language as in English.
- Integrating newcomer pupils into school life and classroom routines.
- Acting as an advocate for pupils from a knowledge of their strengths and skills.
- Through interaction with adults who care.
- When every attempt at speaking is praised.
- An initial silent period is a natural stage when learning a language.

“No pupil should be expected to cast off the language and culture of the home as he crosses the school threshold, nor live and act as though school and home represent two totally separate and different cultures which have to be kept firmly apart”

The Bullock Report 1976

Teaching and Learning

Planning and Differentiation

The school will seek to provide a system for teachers to share planning with support staff. Plans will identify the demands of the Curriculum and provide differentiated opportunities matched to individual EAL / Newcomer pupil`s needs.

Key language features of language, which are necessary for effective participation are identified. These might be key words certain patterns of grammar, use of language or forms of text.

Pupils with little or no English will benefit from the EAL Beginners' Programme of work supported by the EAL / Newcomer staff.

Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Effective role models of speaking, reading and writing.
- Additional verbal support-repetition, alternative phrasing, peer support.
- Act as a talk partner, or facilitate pupil working with another pupil as talk partner.
- Additional visual support, objects, posters, pictures
- Bilingual resources-dual language dictionaries, stories, ICT
- Pupils receiving regular feedback from staff.
- Sit near focus pupil/s in order to echo, explain the teacher`s message.
- Rehearse responses
- Demonstrating/supporting the task
- Allow pupils to use their mother tongue to explore concepts

- Encourage pupils to transfer their knowledge, skills and understanding of one language to another
- A visual timetable and key language on display

Planning, Assessment, Monitoring and Evaluation

For newcomer pupils, baseline assessment will begin by parents filling in the Pupil Profile/data capture form to ascertain- family details, languages, educational profile, any special needs and general issues. The baseline checklist together with ongoing assessment will identify the pupils level of English with reference the Common European Framework of Reference(CEFR) Plan activities based on levels within CEFR framework

The staff have regular liaison to discuss pupil progress, immediate /long term needs and agreed target setting.
The school will ensure that all EAL pupils have access to statutory assessment/support where appropriate.

Resources

A bank of EAL resources to support pupils` linguistic development are housed both in the EAL Room and the school library.
These include dual language books, ICT software including audio stories in different languages, visual materials, key words, Oxford workbooks, bilingual dictionaries, games, differentiated worksheets material on different festivals /customs and the EAL programme of work for first stage language learners.

Parents/carers and the Wider Community

We provide a welcoming admission process for the induction assessment and support of newcomer pupils and their families/carers.

We take account of the parents'/carers' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

We aim to work closely with members of the wider community to support our EAL / Newcomer pupils.

Staff Development

The school will enable all staff to undertake Professional Development to ensure that provision for all EAL pupils is appropriately delivered and coordinated.

Staff have access to the Intercultural Education Service and the toolkit of reference

The School Development Plan will incorporate reference to actions relating to raising the achievement of minority/ EAL pupils.

The Principal ensures that:

- All involved in supporting EAL learning liaise regularly.
- Parents and staff are aware of school's EAL / Newcomer policy.

- Relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching and assessing of EAL learners is available to staff.

Review and Evaluation of the Policy

This policy will be reviewed at specific points throughout the year. The policy may need to change to meet the needs of pupils. The evaluation process will serve the basis for planning programmes of action and of targeting time, support and resources.

Reviewed June 2023