

# English As A Second Language Policy

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Notes	



## Woodland Grange Primary School

Aiming high to achieve excellence and success by working together.

## Children Speaking English As Their Additional Language

At Woodland Grange, we believe that all children, irrespective of their knowledge and acquisition of the English language, are entitled to a good quality education with access to high quality teaching and learning. We are committed to providing children with limited English, every opportunity to learn the language, by offering them a suitably differentiated curriculum with many daily opportunities to develop their understanding, speech and written skills. We value and celebrate the range of home languages at our school and recognise that a facility for language will promote academic progress.

### Background

Woodland Grange serves a community which is incredibly diverse in terms of ethnicity and home languages. In April 2022, 68% of the school population speak English as an additional language.

The minority languages spoken are:

First Language	No	%
Arabic	21	4.67
Assamese	1	0.22
Bengali	1	0.22
Catalan	1	0.22
Chinese	8	1.78
English	143	31.78
French	3	0.67
Greek	2	0.44
Guarani	1	0.22
Gujarati	72	16.00
Hindi	11	2.44
Hungarian	5	1.11
Information not obtained	1	0.22
Italian	4	0.89
Japanese	1	0.22
Kannada	6	1.33
Katchi	4	0.89
Malayalam	5	1.11
Marathi	5	1.11
Mauritian/Seychelles Creole	1	0.22
Pahari (Pakistan)	1	0.22
Panjabi	59	13.11
Pashto/Pakhto	9	2.00
Persian/Farsi	1	0.22
Polish	3	0.67
Portuguese	1	0.22
Refused	1	0.22
Romanian	1	0.22
Russian	1	0.22
Shona	1	0.22
Slovak	1	0.22
Swedish	1	0.22
Tamil	14	3.11
Telugu	6	1.33
Turkish	16	3.56
Urdu	43	9.56

## **Support from within school**

Languages spoken by staff members in school include Arabic, French, Gujarati, Hindi, Kannada, Pahari, Panjabi, Spanish, Tamil and Urdu and the following steps have been taken in order to support children with little or no English:

- Some members of Staff are bi-lingual and can be called upon to translate when necessary. We also use Google Translate for initial support for children who arrive without any English.
- Bi-lingual children and parents are used (where appropriate) for the same purpose.
- Children without English on arrival are withdrawn for daily EAL 1:1 or small group ten-week intervention delivered by a TA. (We use Axcultures: Teaching English as an Additional Language 5-11: A whole school resource file by Caroline Scott and associated 'Learning Village' interactive resources)
- Children may work on a 1:1 with the teacher or learning support assistant or in small groups for classwork.
- Work is differentiated as appropriate in order to engage the child's interest.
- We actively promote the use of the child's mother tongue to support classwork.
- Each year group have an EAL resource box to support work in the classroom.
- Staggered start: If a child has limited English language skills on entry to school, they will build up to full-time attendance as part of the support plan.

We recognise that there are children, with limited knowledge of English language who may find it difficult to access the full curriculum. We do not propose to withdraw children from any particular aspect of the curriculum as all children have an entitlement to a broad and balanced provision but there may be times that we need to prioritise rapid acquisition of English language.

## **Recording progress**

Ongoing records of children's progress are kept by the teacher and any support staff working alongside the child. This informs future planning of activities and teaching.

Bilingual children will be assessed regularly (including soon after entry to school) using the Bell Foundation EAL Assessment Framework for Schools. This will be used to monitor progress and indicate the level of on-going support needed from year to year.

A record of EAL pupils language levels will be passed to the next teacher at the end of each academic year.