



Policy for Children Who Speak English as a Second Language

Revised March 2012

Woodland Grange Primary School

CHILDREN SPEAKING ENGLISH AS THEIR SECOND LANGUAGE.

Background

The number of children from ethnic minority families has been rising year on year at Woodland Grange.

In November 2002, 39% of the school population came from minority groups but of those, only 13% had English as their second language. On average, approximately five children per year enter the school with no English at all. These children are either entering as four year olds, or are coming in higher up the school from countries such as Iran and Saudi Arabia.

The main minority languages spoken are:

Gujarati	-	4.6%
Punjabi	-	4.2%
Urdu	-	1.0%
Cantonese	-	1.0%
Arabic	-	1.0%

EMASS Service

One of the services run by Leicestershire Education Authority is the Ethnic Minority Achievement Support Service (EMASS). This service has a team of teachers allocated to schools with a high number of children with English as a second language, and a small team of five peripatetic teachers who support schools who have taken in children new to English mid-year.

Due to the high level of attainment by ethnic minority children at Woodland Grange and it being a 'new' school, established since EMASS staff were originally allocated to schools, support from this service has been limited. When a pupil with no English is admitted to the school, limited help has been received from a member of the peripatetic team. The aims of this team are to:

- Provide direct support to individuals.
- Work collaboratively with mainstream teachers to provide appropriate classroom strategies and materials for different curriculum areas.
- Increase the effectiveness of communication between home and school.

Support from within school

Although none of our teaching staff are bi-lingual, the following steps have been taken in order to support children with little or no English:

- Teaching Assistants have received training on ways to help children with limited access to English from the Service Manager of the EMASS team.
- Some members of the Support Staff are bi-lingual and can be called upon to translate when necessary.

Bi-lingual children and parents are used for the same purpose. Children work on a 1:1 with the teacher or teaching assistant or in small groups. Work is differentiated as appropriate and is presented as pictorially as possible in order to engage the child's interest.

There are occasions when it is not suitable for children with a limited knowledge of English to participate in the full curriculum e.g. Key Stage 1 National Assessments. In such instances, in consultation with parents and other professionals, a temporary disapplication will be made in order that the child will not be put under any undue pressure.

Recording progress

On going 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 in September and again in June on the EMASS 'English Language Acquisition Record for Bilingual Pupils.' 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.

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.

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