



S-CIY Policy

Dyddiad Cymeradwyo a Dyddiad Adolygu
Date Approved and Review Date

*Gweler Cynllun Adolygu Polisiau
See Policy Review Timetable*

E/WAL Policy: YSGOL DYFFRY CONWY

1. Introduction

- 1.1 Teaching, learning, presentation, attitude and the welfare of all the pupils is important for us at Ysgol Dyffryn Conwy. We encourage all the pupils to achieve the best possible standards. We do this by considering life experiences and every pupil's needs.
- 1.2 The school recognises that pupils from ethnic minorities have full access to school life and also acknowledges the importance of maintaining a hold on their own culture.
- 1.3 The school supports the right of the pupil who is learning English and/or Welsh as an Additional language to learn and achieve in English(and/or Welsh)and to maintain and develop their own first language.
- 1.4 Pupils who learn English(and/or Welsh) as an Additional Language have the skills and knowledge regarding language similar to monolingual pupils. Perhaps their ability to take part in the full curriculum will be more developed than the English (and/or Welsh) communication skills they have.

2. Aims and Objectives

- 2.1 All the pupils have the right to Access the National Curriculum. We promote principles of fairness and completeness for everyone by means of the teaching that we provide.
- 2.2 This policy's aim is to strive to ensure that we satisfy all the needs of those pupils that learn English (and/or Welsh) as an additional language. This is carried out in line with the 1976 Racial Communications Act and the Reformed Racial communications Act 2000.

3. Teaching and Learning styles

- 3.1 In our school, teachers are informed about language and culture of the pupils and they will acknowledge the value of these.
- 3.2 Teachers will use strategies with pupils that are learning English as an Additional Language by:
 - Ensuring that the vocabulary deals with the technical meaning and everyday meaning of key words, figures of speech and idioms.
 - Explaining how English(and/or Welsh) speaking and listening is structured for different purposes across a variety of curricular subjects.
 - Providing a variety of reading material that will encourage understanding of the different ways English(and/or Welsh) is used.
 - Ensuring that effective opportunities exist to speak and to use speech to support written work.
 - Encourage pupils to transfer their knowledge, skills and understanding from one language to the other.
 - Building on pupils' experience of home language and language of the wider community so the English(and/or Welsh) development as a language, as well as other languages help one another.

- Provide support by means of ICT, video or visual material and dictionaries.
- Provide translators, readers and writers where that is possible.
- Make effective arrangements with examining boards in order to gain access to any proper access arrangements, and ensure study opportunities to study their first subject at the correct level e.g. GCSE, AS or A level.

Assessment: Initial Assessment and Progress Monitoring

We implement Assessment arrangements for EAL in line with the guidance for National Assessment. Following the Statutory Literacy and Numeracy Framework from September 2013, we will implement the frameworks relative to the pupil's language and numeracy competency assessment and implement an individual Educational plan that reflects the starting point and the next learning steps for the pupil. We use assessment method Step 5 LLC for pupils' Initial Assessment and progress monitoring EAL (See Appendix 1)

We use appendix 2,3 and 4 to collect necessary information regarding pupils as a starting point (appendix 1) , create an Individual Language Program for pupils (appendix 2) and a EAL Pupil Register Form (Appendix 3).

Implementing the policy:

We implement the policy in consultation with County EAL support service (Denbigh and Conwy) in order to ensure that we are aware of any new developments and ensure effective transfer of pupil and school.

The ALN Co-ordinator monitors the EAL pupils as part of the pupil group progress monitoring system. An evaluation of progress and their standard in the annual Whole School Self Evaluation and planning for them is included in the Whole School and ALN action plan as response to Self-Evaluation.

We review training needs annually as part of the school's CPD including training as a means of response to the evaluation perception of that field.

The Policy was approved by the Governing Body: November 2014

APPENDIX 1: ASSESSMENT 5 STEP EAL

APPENDIX 2: PUPIL LANGUAGE PLAN EAL

APPENDIX 3: PUPIL REGISTER FORM EAL

APPENDIX 4: EAL within the General Inspections and Whole School Self-appraisal Framework .

APPENDIX 1: Model 5 steps for English as an Additional Language– General descriptions

Notes for guidance

- ◆ Pupils make progress in learning English as an additional second language in different ways and some learn the language quicker than others. The basic steps in this development are listed below to be used on the ‘most adequate’ grounds in the same style as National Curriculum levels. Making progress from step A to step E could take ten years and it is likely that individuals demonstrate elements of more than one step at the same time. Usually, we need to award the step that best describes the individual’s language development, taking age, ability, the amount of time spent learning English into account.

Step A – English is a completely new language for them

They could be using their first language for learning and for other purposes. They could be sitting quietly in class. Perhaps they will be copying/repeating some words or sayings. Perhaps they understand some English phrases used every day but perhaps they are not literate at all in English. **Need substantial EAL support.**

Step B – Begin to learn a second language early

They could be following social day to day communication through the medium of English and take part in learning activities with support. They may be starting to use oral English for social purposes. Perhaps they understand simple instructions and follow narrative/descriptions with visual support. Perhaps specific skills in reading and writing have been developed. Perhaps they are accustomed to vocabulary related to specific subjects. **They still need substantial EAL support in order to access the Curriculum.**

Step C –Skill Development

Perhaps they take part in learning activities increasingly and independently. They can express themselves orally in English, but there is a lack of accuracy still apparent. Will need continuous support for literacy, especially for understanding text and writing. May be able to follow abstract concepts and more complex written English. **They need to have continuous support with EAL to enable full access to the curriculum.**

Step D –Sufficient Knowledge

Oral English will be developing well, enabling them to participate successfully in cross-curricular activities. They can read and understand a wide range of texts. A lack of complex written English and occasional evidence of structural faults. Need some support to access suggestions for meaning, refined use of English and developing abstract vocabulary. **Needs some EAL support /occasional EAL support in order to access more complex Curricular Tasks.**

Cam E – Fluent

Can work across the curriculum and has mastered equivalent to first language English pupils. **Works cross curricular without EAL support.** .

MODEL 5 CAM O SAESNEG FEL AIL IAITH YCHWANEGOL

CAM A (English is a new subject)	CAM B (Early learning)	CAM C (Development capacity)	CAM D (Sufficient knowledge)	CAM E (Fluent)
Speaking and Listening				
<ul style="list-style-type: none"> ◆ Quiet Period ◆ Copies/repeats some words and/or sayings ◆ Use individual words or short expressions ◆ Very basic limited range of vocabulary ◆ Understands everyday expressions and simple instructions in English. 	<ul style="list-style-type: none"> ◆ Uses oral English for ‘ social purposes’ ◆ Limited knowledge of syntax and grammar. ◆ Vocabulary is extending but tends to be linked to familiar texts. ◆ Mastering vocabulary linked to specific subjects. ◆ Follows social day to day communication through the medium of English ◆ Understands simple directions ◆ Follows narrative/descriptions with visual support 	<ul style="list-style-type: none"> ◆ Uses oral English confidently but structural errors still obvious ◆ Owns quite a wide vocabulary including an increasing source of words associated to a specific subject. ◆ React properly to a wide range of situations without the need of visual support ◆ Can follow a more complex oral input 	<ul style="list-style-type: none"> ◆ Expression is more complex and most showing awareness and proper use of grammar rules and order of words with less mistakes ◆ Has a wide vocabulary and more use of abstract words ◆ Some gaps of vocabulary still obvious ◆ Usually copes with a wide range of oral input from a number of sources 	<ul style="list-style-type: none"> ◆ Speaks English fluently in a full range of situations
READING				
<ul style="list-style-type: none"> ◆ Very little literacy or completely illiterate in English 	<ul style="list-style-type: none"> ◆ Copes with familiar words/word patterns and can find the basic meaning of a familiar text 	<ul style="list-style-type: none"> ◆ Reads sufficiently but has difficulty to interpret complex texts associated with the curriculum. 	<ul style="list-style-type: none"> ◆ Reads and understands a wide range of texts but has difficulty with subtle suggestions of meaning 	<ul style="list-style-type: none"> ◆ Reads English fluently in a wide range of situations
WRITING				
<ul style="list-style-type: none"> ◆ Very little literacy or completely illiterate in English 	<ul style="list-style-type: none"> ◆ Can produce small amounts of individual writing with support from teachers/peers ◆ Grammatical Knowledge is limited ◆ Uses basic punctuation, e.g. Capital letters and full stops ◆ Becomes familiar with simple spelling patterns ◆ Uses basic vocabulary 	<ul style="list-style-type: none"> ◆ Aims at ensuring developed pieces of writing that have been produced for a range of purposes. ◆ Shows an increasing awareness of grammar but continues to make mistakes. ◆ Generally uses basic punctuation correctly , e.g. capital letters, full stops, question marks and demonstrates awareness of a wider range of punctuation ?????? ◆ Develops a wider range of vocabulary 	<ul style="list-style-type: none"> ◆ Writes well for a range of purposes ◆ Writing includes only occasional grammatical mistakes ◆ Generally uses a wider range of punctuation (comma, apostrophe, speech marks and organisational devices correctly ◆ Spells most words correctly ◆ Uses a wide range of vocabulary 	<ul style="list-style-type: none"> ◆ Writes fluent English in a full range of situations
<ul style="list-style-type: none"> ◆ Needs substantial EAL support 	<ul style="list-style-type: none"> ◆ Needs substantial EAL support to access the curriculum 	<ul style="list-style-type: none"> ◆ Needs constant EAL in order to access the full curriculum 	<ul style="list-style-type: none"> ◆ Needs the occasional EAL support in order to access curricular material and more complex tasks. 	<ul style="list-style-type: none"> ◆ Works cross-curricular without EAL support

APPENDIX 2: RHAGLEN IAITH SIY / EAL LANGUAGE PROGRAMME

Enw/Name _____ BI/Yr _____ Athro Dosbarth/Class Teacher _____

Athro SIY/EAL Teacher _____ Dyddiad Gosod Rhaglen/Programme Set Up Date ___/___/___

Lefelau yn ol y 5 Cam SIY / EAL 5 Stage Levels

Gwrando a Siarad/ <i>Speaking and Listening</i>		Darllen <i>Reading</i>		Ysgrifennu <i>Writing</i>	
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TARGEDAU <i>TARGETS</i>	GWEITHGAREDD <i>ACTIVITY</i>	ADNODDAU <i>RESOURCES</i>	AMLDER <i>FREQUENCY</i>	PWY? <i>WHO?</i>	LLWYDDIANT? $\sqrt{x} P$ <i>ACHIEVED? $\sqrt{x} P$</i>	DYDDIAD <i>DATE</i>
Siarad a gwrando <i>Speaking and listening</i>						
Darllen <i>Reading</i>						
Ysgrifennu <i>Writing</i>						

I'w adolygu/Review date _____ Arwyddwyd / Signed _____ Athrawes / Teacher

Arwyddwyd/Signed _____ Rhiant/Parent

Adolygwyd/ Reviewed: ___/___/___
Llofnod/ Signature: _____

Appendix 3: REGISTER FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Pupil information:

Full name of Pupil: _____

Pupil's preferred name: _____

Date of Birth: __/__/__ Place of Birth: _____ Sex: f / m

Date of UK arrival __/__/__ Date admitted to School __/__/__

Educational Year: _____

Previous Education including schools outside the UK:

[time, subjects, attainment, language medium, favourite subjects, extended absences ...]

Background Information

Parental/Guardian details:

Does the child live with both parents? Yes/No

Name of Father:

Name of Mother:

or

Guardian details:

Home communication language:

First connection:

Do you need a translator to communicate? Yes/No

Ethnic Group : _____

Religion: _____

Which religious occasions do the family celebrate??

Are there any prohibitions to be considered because of religion/culture?

[diet; photography; drama; dance, singing/concerts; morning Services; swimming; dress; educational/religious visits.....]

Language Details:

Languages spoken at home by the pupil with

mum _____ dad _____ Brothers/sisters _____

extended family (e.g. grandmother/grandfather) _____

APPENDIX 4: EAL within the Whole School General Inspection and Self Evaluation Framework

see: 'supplementary Guidance to racial equality inspection, promoting good relationship with English , an additional language', ESTYN.

Key Questions in relation to English as an Additional Language:

- Is there a whole school policy for supporting pupils that are learning English as an additional language, if so is it practised regularly?
- Is the environment welcoming for the pupils where English is an additional language?
- Do teachers use the knowledge of other languages spoken by the pupils?
- Do the pupils where English is an additional language have a full access to the curriculum?
- Have any teachers from the main stream undertaken training to help them understand the educational needs of pupils where English is an additional language?
- How close is the contact between the teachers of English as an additional language and main stream teachers?
- How are lessons in mainstream classes, and where relevant, during any sessions where they are taken out, structured to fulfil the specific needs of pupils that learn English as an additional language?
- Does the school track the success of its English as an additional language provision by evaluating pupils' attainments and does it use this information to set targets for improvements?
- Does the school use the first language to support learning?
- How does the school fulfil the needs of pupils where English is an additional language and there is no learning support?
- Does the school provide translations of school letters and documents in community language? If it does not, how does it communicate with parents that have little or no Welsh/English?
- Does the school fully understand that lack of proficiency in English does not mean learning difficulties?
- How does the school assess the needs of pupils where English is an additional language when also they suspect them of having special educational needs?