



EAL POLICY SUMMARY

Who we are

Riverview CofE Primary & Nursery School is a small multilingual and multicultural primary school based in Epsom, Surrey.

In our school many of the children are bilingual or multilingual and we all bring a piece of our different cultures from all continents of the planet earth.

I am Bilingual and proud!

At Riverview, we are extremely proud that we are all so different and unique as we are able to fulfil our school vision of bringing life in all its' fullness but we all feel valued for who we are, and how we feel that we belong.

We pride ourselves in recognising bilingualism and multilingualism as a great asset that is enriching everyone's life, and we celebrate our skills and diverse background during our annual Cultural diversity week.

During this week the whole community celebrates the cultures/languages in our school. This is:-

- learning key words/phrases from different languages
- Trying different food
- A cultural fair with parents and children
- Children presenting to their class about the culture/heritage.

Our children with EAL

Our school is the first step into an education system for many children newly arrived into the UK. To them and their families, we are a significant part of their new beginning in a new country and their new life away from everything that is well-known and familiar.

New language, new culture, new curriculum.

Our EAL children come from a range of cultural, religious, national and linguistic backgrounds and a large percentage is the new to English children.



Riverview's Challenges

At Riverview, around 37% of the pupils are EAL at different stages of their language acquisition and are less affluent EAL families.

We face our own great challenges with a large number of mid-term new admissions of new to English children.

Another great challenge is the mobility throughout the academic year which we cannot predict or prepare for.

Riverview is for Everyone!

Therefore, at Riverview, we have created and established a consistent whole-school EAL provision to support all children speaking English as an additional language regardless of the stage of their language acquisition.

We understand the skills, qualities and needs of children with EAL and we use a range of tools to build on their existing knowledge, to use their unique set of skills and support them to develop to their full potential.

We liaise regularly with their parents/carers and monitor their progress throughout their journey with us.

At Riverview, we understand and respect the significant challenges many of our families face: moving home, learning a new language, understanding a new culture and traditions and trying to fit in without losing your identity.

We provide education for everyone regardless of their first language, cultural and educational background!

What we do

We have a very thorough induction procedure, which helps us provide the best educational support and school experiences for our pupils.

In the vast majority of the new to the country EAL admissions, we manage to collect background information and have an initial baseline assessment when they first join us. This assesses using EAL Proficiency Assessment. This identifies where a child is in relation to English:-

- New to English
- Early Acquisition
- Developing competence



- Competent
- Fluent

This enables us to prepare and plan for appropriate support and next steps, to arrange a solid buddy system in class, to inform all teaching, office and support staff with key information about the new pupil and guarantee a great settling period for their journey with us.

Steps

- We gather educational and background information where possible
- We do a baseline assessment in home languages
- We take the families and children on a tour around the school
- We provide as much information as possible about the school, educational system's expectations and differences
- We meet the child on the first day of school at the main entrance and introduce them to their class
- Throughout the first few days, we ensure that the New to English (mainly new arrivals to the country) pupils have settled well in class, have solid buddy support, understand the school routine and rules and look forward to coming to school.
- Make links with other families within the community for support guidance.
- If needed direct our Family Support Worker

Riverview Learning Environment

We provide an education for everyone, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of our pupils. We believe that the curriculum must reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all children.

We provide equality of access to the curriculum for all our pupils, including those for whom English is an Additional Language. This is achieved by a whole school approach by the direct language support from all teaching staff.

We believe we have created a learning environment that allows all children to experience, understand and celebrate diversity. A learning environment that



includes a varied range of teaching and learning strategies, multicultural and multilingual resources, displays and whole school celebrations that embrace a wide range of world cultural events.

Planning/Assessment

- Adaptations and scaffolds are used across all subjects
- Visuals are used to develop vocabulary understanding
- Provide short/quick tasks to maintain engagement
- Collaborative activities to support language acquisition

Parental / Community Involvement

At Riverview we encourage parental involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the family and the school
- Identifying linguistic, cultural and religious background of pupils to inform our provision
- Celebrating and acknowledging the achievements of EAL pupils.
- Recognising and valuing the use of first language for developing positive partnerships between school and home.
- Supporting parents, so they can help their children at home.

EAL Learning

Communication is the main principle for EAL pupils in all lessons. The main task is to create a classroom where language development can take place naturally. The skills of listening, speaking, reading and writing are not separated, but are combined in a meaningful whole pupil experience. In the centre is speaking, which involves listening. The children communicate with each other through paired work and group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. The key vocabulary is



taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary. Widgit is used to provide visuals to aid communication.

The curriculum is built around the pupils, and this helps the children to use their prior knowledge and experience. The speaking and listening are always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and the sentence structures are taught within the context of the different topics and forms. Visual resources are used to aid their learning.

Strategies

Staff use support strategies to ensure curriculum access:

- Group work
- Opportunities for speaking and listening
- Role models of speaking, reading and writing
- Good translate in class
- Widgit to communicate
- Verbal support-repetition, alternative phrasing, peer support
- Visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture etc.
- Bilingual resources e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists, writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts where possible
- Talk time before and during reading and writing activities
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.
- Support in social and emotional stability where there is change



Riverview C of E Primary and Nursery School

Ewell Family Centre with Riverview Daycare

Every child matters, every moment counts

Headteacher: Mrs M Atkins

Equality Impact Statement

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.