

Support for EAL/BME Policy

MARINE ACADEMY PRIMARY POLICIES

VERSION CONTROL SHEET

POLICY NAME: Support for EAL/BME Policy

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| 01-06-13 | Support for EAL/BME | TBC | New policy |
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Support for EAL/BME Policy

Introduction - Ethos and Vision

In accordance with the Single Equality Act (2010), Marine Academy Primary aims to make Positive Action provisions in order to:

“Alleviate disadvantages experienced by, or to meet the needs of, pupils with particular protected characteristics”.

This will enable English as an Additional Language (EAL) and British Minority Ethnic (BME) pupils to work towards the five national outcomes for children, as set out in the Every Child Matters Agenda in the Children's Act 2004:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Marine Academy Primary believes that its policy with regards to English as an Additional Language and British Minority Ethnic pupils must be seen as an integral part of its whole Academy aims which are:

- To provide a broad and balanced curricular experience leading to both academic achievement and an effective preparation for the skills and flexibility demanded by life after compulsory education.
- To educate all our pupils to their potential in a caring, constructive atmosphere in which there is mutual respect and positive pupil/teacher relationships.
- To develop partnerships which encourage wide support, with help from and for pupils, staff, governors, parents and the wider community.

Our approach to our EAL and BME pupils is a 'whole academy' approach. We expect all staff and pupils to share the common aim of enabling EAL and BME learners to grow and achieve academic, social and emotional fulfillment. To this end we have laid out specific procedures that enable us to systematically support and track progress of EAL and BME pupils.

Processes for Integration, Support and Progress

All EAL and BME pupils will be inducted at MAP2 using the New Arrivals Excellent Programme (NAEP). This programme enables provision of 'wrap around' support during induction. After induction further tracking and support will be provided according to

individual pupil need. Additional funding and support will also be accessed through Plymouth Local Authority.

EAL Pupils

Our aim is to ensure that all staff members are aware of our policy regarding integration, support and progress of EAL pupils. Furthermore, we aim to ensure that all pupils are aware of the high expectations we have of them with regards to their behaviour towards EAL pupils. Integration, support and progress of EAL pupils will be achieved through a three-strand approach, after an initial interview.

Initial Interview

The initial interview will be carried out between the pupil, Parents/Carers and the SENCo. The focus is on evaluating the academic, cultural and social history of the pupil. Should the Parents/Carers present at the meeting require a translator, one can be provided by Translate Plymouth (01752 304315). Amber Initiatives (01752 603271) can be contacted if additional support is required for a Parent/Carer. This support can include help with uniform purchases. The Principal and SENCo reserve the right to postpone pupil entry to the MAP2 roll until this meeting has taken place.

Strand One - Initial Assessment

1. The SENCo will identify EAL pupils and pass on relevant information to the Class Teachers and Senior Leadership Team.
2. All new arrivals from outside the UK without a National Curriculum level will undergo an initial assessment of their language proficiency using 'A Language In Common'. A language-specialist Effective Learning Assistant (ELA) will conduct the assessment.
3. After the assessment we will determine a support pathway- the level of intervention and support that we believe the pupil will need in order to become fully integrated into the MAP teaching and learning environment. The National Curriculum level will be shared with teaching staff after the initial assessment has taken place.
4. A learning package will be developed for each EAL pupil. This package will use Specific, Measurable, Achievable, Realistic and Time-specific targets to aid induction and integration.
5. The EAL and BME lead will liaise with Amber Initiatives and the EMAT team to determine whether or not the family of the pupil requires additional support as they integrate into their new community.

Strand Two - Integration

1. Each EAL pupil will be assigned a buddy from the pupil population. The task of the buddy will be to show the new EAL pupil around the school, familiarise him or her with

staff and pupils, and acquaint him or her with the behavioural and academic expectations at MAP2.

2. Each EAL pupil will be assigned a mentor from Plymouth University. The mentor will visit MAP2 once per term to meet the EAL pupil, discuss progress, and to encourage academic and extra-curricular participation in activities. The main focus of this mentorship programme is on providing role models for EAL pupils.
3. Each EAL pupil will be assigned a mentor from the MAP2 staff team. The job of this mentor will be to conduct meetings with the pupil, discuss progress and set SMART targets for attainment. This mentoring programme will be systematically embedded into existing support and reviewing structures.
4. Parents/Carers and pupils will be invited to attend an informal meeting at the school, where they learn how we meet the learning needs of their pupils and about the unique learning opportunities that are provided to MAP2 pupils.
5. The SENCo will meet with relevant Class Teachers to identify curriculum opportunities for celebrating multicultural heritage and ethnic diversity.
6. Staff will be trained to support the individual learning needs of EAL pupils.

Strand Three - Tracking and Supporting Progress

1. The SENCo will meet with the Class Teachers to discuss progress of EAL pupils on a weekly basis during the induction period (Terms One and Two of a pupil's MAP2 career). Thereafter, meetings will take place termly.
2. The SENCo will feedback information to the SLT about EAL pupils every half term. For pupils with additional academic, social, emotional or behavioural needs, intervals between meetings can be shortened.
3. The SENCo will meet with Unit Leaders to discuss progress and support of EAL pupils at least once per term. The focus of these meetings will be on how to enable teaching staff to identify and meet unique learning needs of EAL pupils.
4. All data will be collated centrally using the Inclusion Register, which has a dedicated EAL section.

BME Pupils

Our aim is to ensure that all staff members are aware of our policy regarding integration, support and progress of BME pupils. Furthermore, we aim to ensure that all pupils are aware of the high expectations we have of them with regards to their behaviour towards BME pupils. Integration, support and progress of BME pupils will be achieved through a two-strand approach:

Strand One - Integration

1. As BME pupils are a vulnerable group, MAP2 will actively work to narrow the attainment gap by ensuring that each BME pupil will be assigned a mentor from Plymouth University. The mentor will visit MAP2 once per term to meet the BME pupil,

discuss progress, and to encourage academic and extra-curricular participation in activities. The main focus of this mentorship programme is on providing role models for BME pupils.

2. Each BME pupil will be assigned a mentor from the MAP2 staff team. The job of this mentor will be to conduct meetings with the pupil, discuss progress and set SMART targets for attainment. This mentoring programme will be systematically embedded into existing support and reviewing structures. The focus is on narrowing the attainment gap and providing social and emotional support for members of this vulnerable group.
3. The SENCo will meet with the Class Teachers to identify curriculum opportunities for celebrating multicultural heritage and ethnic diversity.

Strand Two - Tracking and Supporting Progress

1. The SENCo will meet with the Class Teachers to discuss progress of BME pupils on a weekly basis during the induction period (Terms One and Two of a pupil's MAP2 career). Thereafter, meetings will take place termly. For pupils with additional academic, social, emotional or behavioural needs, intervals between meetings can be shortened.
2. The SENCo will feedback information to the SLT about BME pupils every half term.
3. All data will be collated centrally using the Inclusion Register, which has a dedicated BME section.
4. If BME pupils are identified as failing to make above-average progress, the SENCo will meet with the Unit Leader and Class Teacher to develop or refine the support package that is in place for the pupil. The aim will be to put in place targeted intervention strategies to raise attainment of the pupil.

Marine Academy Primary is committed to ensuring equal opportunities and challenging racial discrimination. Should staff become aware that an EAL/BME pupil is experience discrimination or racial bullying, they should refer to the Academy Anti-Discrimination policy.

If you would like to discuss the support package of your EAL or BME pupil please contact the SENCo, your child's Class Teacher or Unit Leader.