



LATCHMERE
ACADEMY TRUST

Multilingual (EAL) Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2024
Date of next review	September 2025

NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"

Statement of Intent

This Policy represents our commitment to ensuring all languages have a place and are celebrated at our schools. At the Latchmere Academy Trust, we encourage, welcome and respond to a diverse range of language strengths, needs and identities, with the task of preparing pupils to leave school with the linguistic, academic, and social skills and competencies they require to become successful members of the community.

A key element for this success is empowering children and their families to value their own language and cultures, and those of their peers. Raising the profile of all languages has a positive impact on inclusion and well-being for all children. Therefore we promote Multilingualism as a strength and we hope to ensure all children benefit from using their languages at our schools.

“No child should be expected to cast off the language and culture of home as s/he crosses the school threshold.”

(Bullock Report – A Language for Life – 1975)

Multilingualism- Best Practice Guidance

- All languages must be celebrated and valued within the community to ensure social cohesion and respect across cultures.
- Languages are a core component of identity and reinforce a sense of belonging.
- Multilingualism offers cognitive and cultural benefits to students which enables them to work effectively and collaboratively within the community.
- All students, regardless of socio-economic or cultural background, and given the right structure, have the ability to become competent additional language learners.
- Students who are learners of English as an Additional Language benefit from having their L1/home language included and leveraged in their education.
- Responsibility for students who are learners of English as an Additional Language is shared by all educators who work with them.
- Empowering students with language and the opportunity for self-expression can significantly impact on the well-being of our students, their learning and personal growth.
- A child’s first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to

strengthen and support their children's language proficiency as they join new environments.

- Continuous Professional Development, enables educators to review and develop their approaches to teaching and learning in multilingual classrooms.
- Schools will endeavour to build community links so that all parents and caregivers feel welcome and involved in the life and fabric of the school.
- As educators, we will aim to be exemplary role-models in demonstrating passion and respect for linguistic diversity

Aims and Objectives

At Latchmere Academy Trust School we aim to:

- Provide a warm welcome for children and their families who arrive mid-phase, reassuring them that the school is a safe and caring environment.
- Provide the children and families with effective multilingual information about the school, curriculum and the local area.
- Ensure that children are fully assessed upon entry to school. These may include, medical, first language development, special needs, English as an additional language, numeracy and literacy assessments.
- Record relevant information about a child's background and previous educational experiences.
- Acknowledge and celebrate the skills and knowledge that new children bring to the school.
- Ensure that the children's wider needs are addressed through co-ordination with outside agencies.
- Develop strategies to encourage new pupils to make friends and have positive support from their peers.
- Enable the child to participate in the curriculum at an appropriate level.
- Provide a cultural week of celebrating cultural differences and allow children to have new experiences through, 'Latchmere Goes Global.'

Whole school procedure for admissions

Initial contact with school

1. Parents/Carers are contacted by the Office staff when a name has been received by Pupil Services.
2. Office staff to inform parents of what documentation to bring with them.
3. If place(s) are available, the family is asked to come in to fill out an admission form, a tour of the school is carried out and if need be and a meeting with the teacher is arranged for the following week (where possible).
4. Interpreter/Support is arranged if needed.
5. Where possible, contact the previous school for any relevant information.
6. All relevant information given to class teacher and an admission meeting is organised with family.

Admission meeting if necessary

1. Meeting conducted by the teacher, a wider leadership member and office staff.
2. Family provided with relevant school and class information.
3. Detailed questions to be asked to understand the family and child better.
4. Key observations carried out to ensure all needs are addressed before the child joins school.
5. Parents/carers are informed when the child(ren) will start school and which class they have been allocated.

Between interview and admission day

1. Induction/welcome organised by Year group leader/class teacher and class.
2. Buddy allocated to new starter.
3. Teachers go through checklist to ensure resources/books are to be prepared and ready for when the child starts.

Admission day

1. Child/parents/carers welcomed by office staff and taken around to new class.
2. Class teacher to greet new starter and show classroom/routines and help settle in.
3. Class buddies to welcome and support the new arrival.

After Admission Day

1. Class teacher and class ensure child is settling and feels welcomed.
2. Monitor and support new child during breaks and lunchtimes.
3. Teachers to refer to checklist for ongoing support for new starters.
4. All relevant staff to monitor and support pupil during their settling in period.

Teaching and Learning

There are a variety of ways in which LAT teaching and learning can support multilingual learners:

- Ensure key vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Provide a range of reading materials that highlight the different ways in which English is used;
- Ensure that there are effective opportunities for talking and that talking is used to support writing;
- Encourage children to transfer their knowledge, skills and understanding of one language to another;
- Build on children's experiences of language at home and in the wider community so that their developing uses of English and other languages support one another;
- Prepare parents and children with relevant curriculum knowledge through pre- and post-teaching, e.g., knowledge organisers, curriculum highlights, and relevant books to be read at home in their own language.

Ensuring access to the curriculum and to assessment by:

- Use accessible texts and materials that suit children's ages and levels of learning;
- Provide a range of support in class to enable children to access the curriculum, e.g. colourful semantics, technology, video or audio materials, dictionaries, translators and visual support materials;
- Using the home or first language where appropriate.

Providing additional support for EAL children who are learning in the following categories:

- Provide bilingual support to enable children to access the curriculum, learn basic classroom routines and continue children's language development in their first language;
- Prepare parents and children with relevant curriculum knowledge through pre- and post-teaching, e.g., knowledge organisers, curriculum highlights, and relevant books to be read at home in their own language.
- • Teacher assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children.
- • Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.

Curriculum access

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Class teachers and Teaching Assistants support children with quality first teaching within classrooms. Children with English as an additional language do not produce separate work but are supported in class to achieve like everyone else. We do not generally withdraw children from lessons to receive EAL support. However, some children may attend a phonics intervention group, which might be suitable.

All teachers consider the language demands and the content of the curriculum and plan how they can support pupils to develop oracy and English across the curriculum. In writing schemes of work, knowledge organisers, and medium-term plans, teachers should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers (or additional adults or other children) model the essential subject language needed?
3. What specialist vocabulary do pupils need to understand new concepts, and how can this be presented to them in an accessible way? (Knowledge organisers in the child's mother tongue, provided for each topic)
4. What range of texts do pupils need to read, and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils need to carry out, and how can these be framed to support pupils at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in developing English?

Roles and Responsibilities

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for Speaking and Listening.

All staff have a responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

All teachers have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English.
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Identifying and providing resources which support children learning English as an additional language.
- Setting targets for improving oracy and speaking and listening.
- Assessing and tracking progress in speaking and listening, reading and writing.
- Providing a language rich environment in the classroom.

Our Multilingual team are responsible for:

- Additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency.
- Supporting whole school or year group planning with additional input on developing language across the curriculum.

Additional classroom support staff have responsibility for:

- Working with targeted groups to support children's access to the curriculum.
- Translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks.

Assessment

The pupil's needs should be identified during the admissions process:

- The Admissions Officer will collect information about the pupil's additional language needs; this will be passed to the class teachers.
- After the settling in period, class teachers will assess the child's proficiency in English.
- Following the above, lessons, resources and learning will be planned appropriately.
- Children will be given smart targets in relation to their proficiency grade.
- Teachers will continue to assess children using the assessment booklet.
- When children reach level C-D they can be assessed through the school's chosen assessments.

- **Statutory Assessment.** The school ensures that all multilingual pupils have access to statutory assessments, making full use of special arrangements, mother-tongue assessments, etc.
- **Target Setting.** Class teachers ensure that appropriate SMART targets and outcome measures are set.
- **Multilingual/SEN.** The schools recognise that most multilingual pupils needing additional English do not have SEN needs. However, should SEN needs be identified during assessment, they will have equal access to school SEN provision.