



# Baston House School

## English as an Additional Language (EAL) Policy

### Policy for raising ethnic minority achievement

This Policy is a statement of the aims, principles and strategies for raising ethnic minority achievement at Baston House School.

### Rationale

The school values the contribution which ethnic minority children make through bringing their culture and language to enrich the school environment. The school shall provide the means for ethnic minority children to achieve their full academic potential. The school shall endeavour to enable children to adapt, if necessary, to interact socially and to have access to a broad and balanced curriculum.

### Aims

Our aims for raising minority achievement will be:

- To ensure that the school (in its wider sense) is welcoming
- To assess individual children for cognitive level, education background and linguistic repertoire
- To establish communication links with home and family and to identify cultural and religious background
- To provide appropriate support
- To ensure that the classrooms reflect the culture of all the children, and that every child's culture and language is valued
- To monitor and assess progress regularly to ensure that the pupils have the opportunity to achieve their full potential for learning
- To liaise with other phases of education and other agencies, where appropriate
- To keep all staff informed by providing opportunities for information sharing/gathering.

## **Whole Staff Approach**

The entire staff will be made aware of the cultural needs of children and every effort will be made to ensure the school is welcoming:

- By including reflection on other cultures as a normal part of the curriculum
- By having parents' information booklets on display where appropriate and available
- By promoting language awareness throughout the school
- By having available dual language notices and books where appropriate and displaying pictures reflecting different cultures
- By being sensitive to cultural needs

## **The Role of the Class Teacher**

The class teacher will ensure that bilingual pupils are assessed to determine their cognitive level and linguistic repertoire. For all ethnic minority pupils, account will be taken of their educational background. The class teacher will also ensure that differentiated work, suited to the child's intellectual ability is provided, being mindful of the particular level of English usage.

## **Assessing children who have EAL**

As a special school for children with autism spectrum disorder, assessments are a key part of the school infrastructure. All children who have EAL will be assessed to ensure that their progress is maintained by setting appropriate targets that reflect their cognitive level and linguistic ability. Whenever possible, contacts with pre-school and transfer schools will be arranged to exchange information about the child's linguistic and cognitive abilities, what support has been given and how parental partnership has developed.

## **Home Contact**

Home-school links will seek to provide clear information about the school and its procedures and to establish mutual respect for culture and values.

Autumn 2010

For review Autumn 2011