



**Rucstall**  
PRIMARY SCHOOL

# English as an Additional Language



At Rucstall Primary School:

- At present, we have 20 children with EAL at Rucstall Primary School.
- We are fortunate to have many languages spoken at our school, these include Polish, Romanian, Bulgarian, Tamil, Urdu, Farsi, Turkish, Hausa, and Hindi.
- Some of our pupils were born in the UK and others have settled here.
- At Rucstall Primary School, we do not have a large cohort who speak the same language but will offer support to all new pupils.
- We are aware that some of our children with EAL are literate in their home language as well as in English.
- There are some of our children with EAL, who have had no experience of formal education in their home country, so we will endeavour to support them with this step.

We believe:

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English-speaking children.
- We believe that bi/multilingualism of our children and staff enriches our school and our community.
- We feel it is important that children with EAL have opportunities to use their home language at Rucstall Primary School, where appropriate.
- We believe all staff, and the wider school community, play a crucial role in modelling language.

We support our pupils by:

- We have a team of Young Interpreters who will support a new arrival at Rucstall Primary School.
- We refer all children to EMTAS (Ethnic Minority and Traveller Achievement Service) for an assessment in their home language in order to support their learning at Rucstall Primary School.

We are aware:

- That to become fully competent in the use of academic English is a long process and may require continued support.
- Having a home language other than English is not a 'learning difficulty'. There is a clear distinction between EAL and Special Educational Needs (SEN).
- Children with EAL are not placed on the SEN record, unless they have SEN. If there is an academic concern, Rucstall Primary School will arrange for EMTAS to assess children in their home language to ascertain whether they have any underlying educational difficulties
- We understand that children acquire the ability to communicate on a day-to-day basis in English quite quickly but the level of language needed for academic study can require up to 10 years of support for deeper understanding.
- We would like to emphasise the continued importance of a well-developed home language and literacy to enhance English as an additional language.

Roles and Responsibilities:

- We have a designated member of staff, who is responsible for ensuring children with EAL are fully included in our school community.
- They are responsible for maintaining the EAL register; ensuring staff are informed by making referrals to EMTAS and by actioning any additional support they may require.
- They coordinate the Young Interpreters at Rucstall Primary School. Each child has an EAL Pupil Passport outlining their cultural, language background and other

relevant information to allow the child a voice and aid staff understanding in order to support them.

#### Assessment:

- All staff are language teachers and there is a collective responsibility: to identify and remove barriers that stand in the way of the learning and success of EAL learners' development.
- Teachers at Rucstall Primary School monitor EAL learners' language competency using The Bell Foundation documents, as recommended and trained by EMTAS.

#### Resources:

- In order to support our EAL learners, we are fortunate to have access to local EMTAS resources which we can preorder.
- We have a selection of bilingual books, dictionaries and use visual supports.
- All staff have language specific information available in their class inclusion box to assist their understanding of their EAL learners.
- We are fortunate to have class sets of both laptops and iPads to allow all learners to access bilingual websites and applications.
- We are fortunate to have an Emotional Literacy Support Assistant (ELSA) who may offer help and assistance with confidence building and socialisation.
- The class teacher will ensure that the child will have a peer buddy, or access to one of our Young Interpreters, for class and friendship support.
- Following an EMTAS assessment, the school may be advised to acquire specific resources to support a child's learning and may receive 10-week support from a home speaker.
- We plan to display work and resources to reflect our linguistic and cultural diversity.

#### Admitting New Pupils and Welcoming New Families:

- We understand that starting a new school is daunting especially when coupled with not speaking English. Therefore, each family are given a new arrival pack including information with visuals about the school day; times; school dinner options; our behaviour and uniform policies etc. As well as a prospectus in their home language (google translated), we will endeavour to translate these documents into a preferred home language whilst parents seek English support.
- We will also aim to talk to parents about their child so we can find out about their linguistic ability, previous schooling plus any family or cultural requirements.
- At Rucstall Primary School, all children will complete an EAL passport to acknowledge their strengths, interests, home language and provide all staff with information on how to support them at school.
- On entry to Rucstall Primary School, an EMTAS (Ethnic Minority and Traveller Achievement Services) referral is actioned. This service provides an assessment and bilingual support for children and young people at point of transfer into a new school in over 20 different languages.
- EMTAS will assess the child's English language proficiency and all parents are invited to attend the initial assessment.
- Rucstall Primary School has a team of children who act as Young Interpreters to support and befriend new pupils.

We are aware that many of our parents may not speak English, we aim to offer support in the form of:

- Providing information in home language (if requested)
- EMTAS helpline numbers

- Bell Foundation advice booklets and information
- Arranging translators for significant meetings
- We must emphasise the importance that children with EAL continue to use their home language in the home, as many concepts and skills depend on and benefit from a well-developed home language, which enhances subsequent acquisition of EAL.

Staff Development:

- All staff have received EMTAS training with the Basingstoke EMTAS leader and understand the value of the Bell Foundation assessment documents.
- The EAL coordinator attends regular EMTAS support meetings.
- There are termly meetings planned with all staff to update EAL documentation and improve practice.



How can Parents help?

- Parents should continue to speak to their child in the first language. Having a strong and developing first language will help the child to learn English.
- Parents should encourage their child to read and write in the first language, as they will develop skills that are transferable to reading and writing in English.
- Continue to develop their first language by reading to the child, sharing books, talking about their school day.
- Discuss schoolwork and current topics with their child in the first language.
- Discuss current topics and texts in first language to consolidate understanding.

All these will support the child's understanding, and will help to develop the child's first language, which will in turn support their learning of English.

- Explain meanings of key vocabulary using a dual language dictionary or a list of key words with pictures. The pupil can show the English word or picture to the parent and the parent can talk about the word in the first language.
- Let their child watch good quality English TV programmes especially Cbeebies or CBBC



- Invite English-speaking children home to play.
- Join the library.
- Become involved with school activities.

In addition, parents who speak English as well as other languages can support their children in the following ways.

They can:

- Translate key instructions words and phrases.
- Translate class work that the child has written in the first language. This enables pupils to produce valid written work and actively helps in the learning of English.
- Translate key words included in worksheets or written in wordbooks.
- Translate subject-specific vocabulary; this is extremely helpful in making the curriculum more accessible.
- Discuss in the first language forthcoming class topics, texts, and new vocabulary the child needs to understand.
- Parents could help children to find key words in a dual language dictionary.
- If available, read dual language storybooks with the child in the first language and then in English.



## Rucstall Primary School Initial (EAL) Pupil Profile



### Pupil details

Pupil's name		Gender	
Surname		Religion	
Name used by pupil		Ethnicity	
Date of birth		Date of initial meeting	
Year group		Start date	

### Background

Country of birth/origin	
Date of arrival in the UK	
Reason for arrival in the UK	
Length of stay in the UK	
Date of last school attended	

### Previous educational history

Education outside the UK	
Subjects studied	
Education within the UK	
Favourite subject	
Knowledge and use of ICT/internet	

### Family details

Name	Languages spoken	Languages read and written	Profession/place of work/school/Tel no
Parent/carer			

Siblings with ages			
Immediate family in country of origin			

Language background

Languages spoken	
Literate in	
Currently learning or maintaining	
Name of community school	

Interests and hobbies

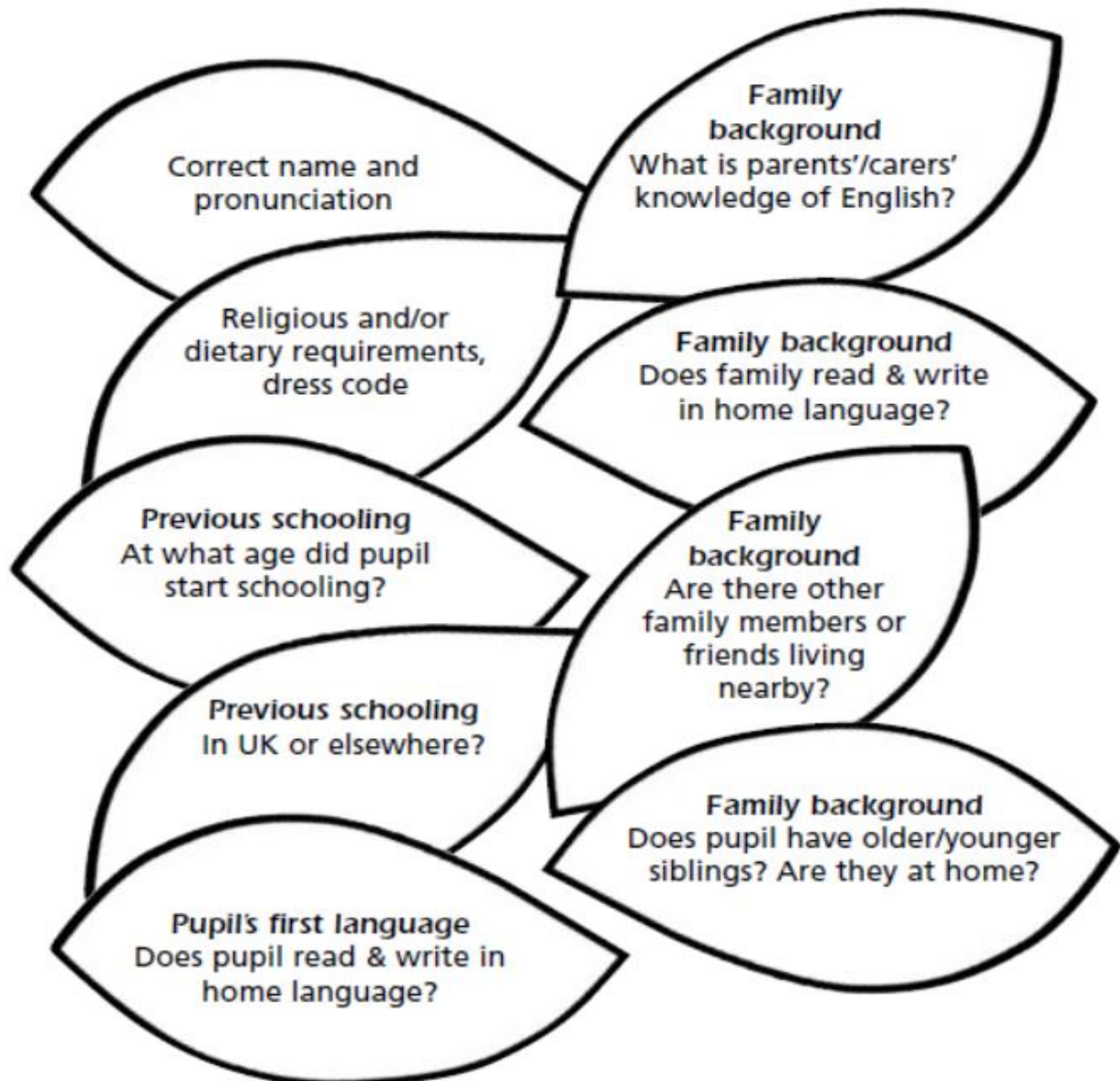
Activities in school	
Activities outside school	
School Use	Comments
EMTAS referral made	
EMTAS appointment date Parental letter sent	

Notes/Cultural details

Profile completed by:

Date:

## **The Initial Meeting – what the school needs to know**



## Procedure for hearing a child read: Guidance for parents

Setting	Find a quiet comfortable place to sit with the child.
Book Introduction  PREDICT  QUESTIONS  Use your home language when talking about the book.	<ul style="list-style-type: none"><li>• Start with the title.</li><li>• Look at the front cover and guess what you might find inside.</li><li>• Ask questions about the illustrations on the front cover e.g. <i>What can you see?</i> <i>What is happening?</i> <i>Where is this?</i> <i>Who is that?</i> <i>When might this be happening?</i></li></ul>
Model Reading	<ul style="list-style-type: none"><li>• Read the first page yourself to set the tone and pace.</li><li>• At the bottom of each page encourage the child to predict what might happen next.</li></ul>
Independent Reading  How to support the child with words they do not recognise	<p>If the child does not recognise a word you can do one of the following:</p> <ul style="list-style-type: none"><li>• point to a picture if it may help</li><li>• ask a question to remind them of the context, e.g. <i>"Where did they say they were going?"</i></li><li>• re-read the sentence with expression up to the unknown word to remind them of the context.</li><li>• ask the child what word would fit in best.</li><li>• say or point to the first letter of the word.</li><li>• cover part of the word to make it easier to recognise.</li><li>• be aware that many words cannot be sounded out, these are known as <i>sight words</i>.</li><li>• if it is a CVC word encourage the child to sound out all the letters.</li><li>• tell the child the word to avoid losing the child's interest in the story.</li></ul>

<p>CLARIFY the meaning of new words</p>	
<p>Talking about the book</p> <p>QUESTIONS</p> <p>WHO ?</p> <p>WHAT ?</p> <p>WHERE ?</p> <p>WHEN ?</p> <p>WHY ?</p> <p>SUMMARISE</p>	<ul style="list-style-type: none"> <li>• Ask questions about the book – some may be questions where the answer is given in the book, others may be questions that require the child to ‘read between the lines’. e.g. in ‘Owl Babies’: “What makes you think it’s winter?” “How do you know where the mummy has gone?” “What are the babies scared of”</li> <li>• Compare things from the story with their own experiences e.g. “How would you feel if you lost your mummy?”</li> </ul> <p>Model how to summarise the key events/facts in the book. Encourage the child to have a go using a proper sentence.</p>

Provision for New Arrivals with EAL: Primary schools

Provision required	Notes on actions required to develop provision	
A system of initial communication established	<ul style="list-style-type: none"> <li>• office staff check with LA admissions whether in-year admissions have come from abroad/ time in the UK/ will be learning EAL.</li> <li>• office staff inform EAL co-ordinator when new arrivals from abroad are admitted.</li> <li>• initial meeting date with parents/carers arranged to include EAL co-ordinator, and an interpreter where necessary</li> </ul>	
Appropriate admission form used	Form includes information about : <ul style="list-style-type: none"> <li>• date of arrival in UK</li> <li>• previous education</li> <li>• languages spoken at home/ understood/ literate in</li> <li>• ethnic background.</li> </ul>	
Initial meeting with parents or carers	<ul style="list-style-type: none"> <li>• Interpreters arranged where needed</li> <li>• EAL staff member present at meeting</li> <li>• Information about pupil's background gathered.</li> <li>• Initial Pupil Profile completed</li> </ul>	
Good initial support for parents established	Information about the school is shared with parents: <ul style="list-style-type: none"> <li>• Parents and pupil provided with useful documents /<i>new starter pack</i></li> <li>• Parents supported with completing admission form.</li> <li>• Contact details exchanged for regular liaison with parents.</li> <li>• Parents are assured that the school values other cultures and languages.</li> </ul> <p align="center">Introduction to other parents who speak same language.</p>	
Arrangements for first day made	<ul style="list-style-type: none"> <li>• Start date agreed which allows family and school time to prepare.</li> <li>• Class teacher informed of start date and staff provided with information about the pupil.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Arrangements made for first day, including welcoming the pupil e.g. finding out about their culture/ country, greeting in first language, adding 'Welcome' in their first language to a display.</li> <li>• The class teacher prepares pupils in the class for welcoming the new arrival.</li> </ul>	
EMTAS request	<p>A request is made to EMTAS for:</p> <ul style="list-style-type: none"> <li>• assessment</li> </ul>	
Initial assessment of pupil conducted	<ul style="list-style-type: none"> <li>• An assessment is made of the pupil's skills in reading, writing, speaking and listening in English, their mathematical ability and their IT skills, using the Bell Foundation.</li> <li>• If the pupil is literate in their first language, a sample of writing in first language is obtained.</li> <li>• CT to use resources from EAL co coordinator and EMTAS resources.</li> <li>• Targets for language development may be set in partnership with the class teacher. These could also be shared with the parents.</li> </ul>	
Induction and orientation	<ul style="list-style-type: none"> <li>• Pupil given tour of school.</li> <li>• Pupil provided with useful resources e.g. map of school, dual language dictionary, visual timetable, notebook for vocabulary, Maths dictionary, dual language 'Phrases for school' booklet.</li> <li>• Pupil introduced to a key contact person and a quiet place they can come to.</li> <li>• In-class support arranged.</li> <li>• The pupil is placed in groups in class with pupils who will provide good models of language use.</li> <li>• Appropriate resources to support the learning such as visuals, iPad</li> <li>• Buddies/ mentors allocated and supported</li> </ul>	
Tracking progress	<p>Pupil progress and support reviewed termly –Bell Foundation in Pupil Passport</p>	
EAL register	<p>Register established and updated with information about new arrivals.</p>	

Rucstall Primary School Uniform

Item	Colour	Where to buy	Picture
Jumper		<a href="http://www.skoolkit.co.uk">www.skoolkit.co.uk</a> 15 Church St Basingstoke  <a href="http://www.myclothing.com">www.myclothing.com</a>	
Trousers/Skirt		SkoolKit Tesco Asda Sainsburys M & S Debenhams Next	
Socks/Tights			
PE Kit			
Water bottle	From School Office	Rucstall Primary School	
Polo Shirt			
Shoes			
Coat			

# Welcome to Rucstall Primary School

## Our Classes



Ash 4-5 years old

## Key Stage 1 (KS1)



Fir: 5-6 year olds



Hazel: 6-7 year olds

## Key Stage 2 (KS2)



Lime: 7-8



Maple: 8-9



Rowan: 9-10



Willow: 10-11



## School Times

8.45-8.55am Doors Open

10.15- 10.30am Play Time



Tuck Shop KS2



12pm- 1pm



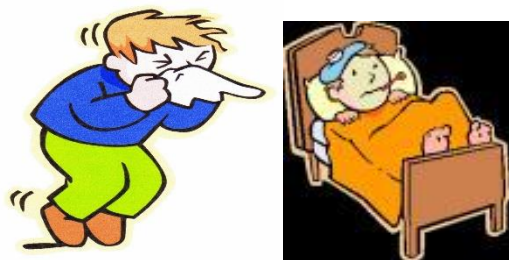
3.15pm KS1



3.20pm KS2



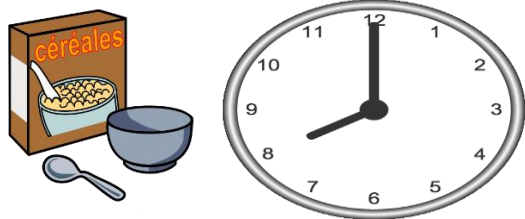
## Absences



School Office  
01256 466524



## Breakfast Club



Book place = £

School Office  
01256 466524



## After School Clubs



Ask School Office



# After-school care is available at:



01256 413 794  
<https://www.quackersafterschoolclub.org.uk/>



The setting is open from 8am to 6pm (8am-9am Breakfast club for Little Ducklings, 9am-3pm Little Ducklings Pre-School and 3pm-6pm Quackers After School Club)

Dates for the Diary

## Holiday dates

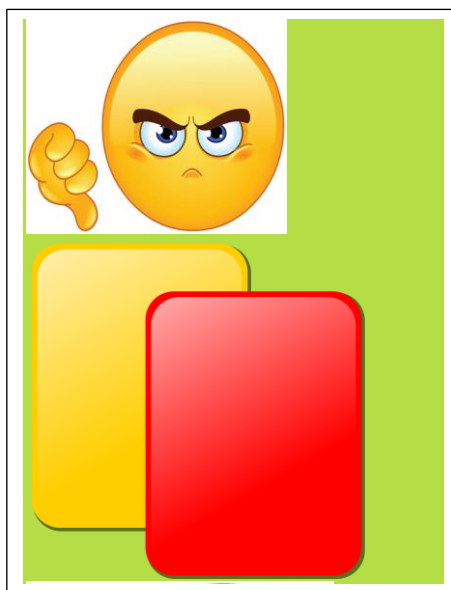
January 2014	February 2014	March 2014	April 2014
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May 2014	June 2014	July 2014	August 2014
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September 2014	October 2014	November 2014	December 2014
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

School Website

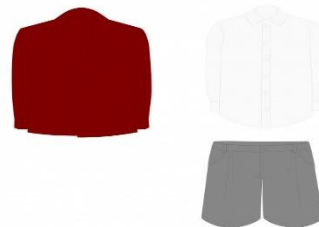


## Our School Values linked to Behaviour

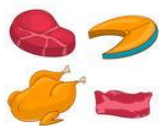
- Equality
- Celebration
- Co-operation
- Creativity
- Honesty
- Perseverance
- Respectfulness



Uniform (See Separate sheet)



Lunch Time



shutterstock 26875468

RED



GREEN

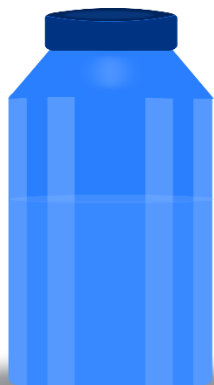


BLUE

OR



Water



# Medical Information



School Office  
01256 466524

# Emergency



School Office  
01256 466524