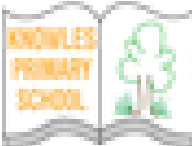


# English as an Additional Language



**KPS**  **LIVING OUR  
LEARNING**

*Knowles Primary School*

*Parent Guide Booklet*

## Meet the Inclusion Team

**Inclusion Manager:** Sarah Hilton

**HLTA/SENA:** Gene Rawson

**SEN Teaching Assistants:** Carol Joy

**Learning Mentors:** Doll Downard

Sam Searle

Sorrell Yates

**Language Support:** Fatima Begum

Nana Acqua

Jonathan Prince

### **Glossary:**

**SEND:** Special Education Needs and Disability

**FACT:** First Assessment Communication Tool

**SENA:** Special Educational Needs Assistant

**HLTA:** Higher Level Teaching Assistant

## **EAL at Knowles Primary School**

**A number of our children at Knowles Primary School have access to or speak another language through parents, siblings or extended family members. This group of pupils includes children who have a wide range of experiences, from newly arrived pupils with little or no English to more advanced learners of English. We aim to provide support strategies for pupils at all stages of English language acquisition.**

This support ranges from intensive initial one-to-one support for children who have moved from another country and have no spoken English at all, through to regular support for children who have a good command of spoken English but may not be proficient in using academic or technical language.

### **Who is responsible for the provision of support for children with English as an Additional Language (EAL)?**

Ms Sarah Hilton has overall responsibility for EAL children and she leads and manages provision throughout the school.

Sarah liaises closely with Nana Acquah, Fatima Begum and Jonathan Prince who are the EAL Teaching Assistants, all of whom are responsible for supporting children with EAL in the classroom, in small groups and on a one-to-one basis.

We can also invite a consultant from the Milton Keynes Ethnic Minority Achievement Support Service (EMASS) as and when required to suggest resources and support our teachers.

### **At Knowles Primary School we believe that:**

- ❖ Cultural and linguistic differences should be celebrated.
- ❖ Wherever possible children should be given the opportunity to share any languages they speak.
- ❖ Bilingualism should be recognised as a special achievement.
- ❖ Bilingualism can enrich a child's educational experience and have a positive effect on learning.
- ❖ Parental and community involvement is invaluable.

### **Here are some examples of strategies used at our school to support children with English as an Additional Language:**

- ❖ Translation of key vocabulary/phrases.
- ❖ Use of translators to support children and parents where necessary.
- ❖ Individual language assessments/targets for EAL pupils.
- ❖ Use of visual cues, whenever possible.
- ❖ Pre-tutoring sessions with our EAL Teaching Assistants to introduce key concepts or vocabulary if needed for literacy, maths and topic work.
- ❖ Pupils may use their first language to support their learning.
- ❖ Working with talking partners or small groups using fluent English speakers as role models.
- ❖ Differentiation of classroom activities to embrace cultural experiences.
- ❖ Celebration/display of home languages around the school.