



EMAG Action Plan 2020-2021

EAL support is embedded throughout daily practice in every classroom across the school from Nursery to Year 6, including the Speech and Language Centre. This action plans outlines some of the specific support that happens across the school throughout each week.

Target	To provide support for admission of pupils with EAL. To provide ongoing home school support and pastoral care for the child and family as needed.	
Intentions	Implementation	Impact
For the Admissions and Attendance officer to support new arrivals in registering for a school place at VCS and other schools depending on need and age. To support families in accessing further support as needed	<p>Details admissions process, which provides relevant information for the school including details of prior support and education at other schools.</p> <p>Outcome star assessment completed where necessary and referral to Harvey Girls for and EHA to be completed to ensure parents are accessing relevant health care, housing and financial support.</p> <p>ESOL classes arranged by a member of the school team to be accessed in school or virtually by an alternative provider.</p>	<p>Smooth transition into new year group</p> <p>All information shared of previous experiences with relevant staff</p> <p>Positive relationships built between school and families</p> <p>Families positively engage with school</p>
Target	To develop resources in Curriculum areas to support EAL and Minority Ethnic Pupils and across wider school	
Intentions	Implementation	Impact
To create knowledge organisers to support the teaching of all creative curriculum subjects, which enables pupils to pre- learn key vocab and activate any prior knowledge of the subject.	<p>For each year group to develop knowledge organisers for each area of their creative curriculum.</p> <p>Knowledge organisers to be sent home prior to subject delivery</p> <p>Knowledge organisers to provide opportunities for pupils to add further information to them.</p> <p>Knowledge organisers to support any homework challenges that may be set.</p> <p>For Magpie books to be developed to support children learning and understanding new vocabulary.</p> <p>For Key Stage 2 classes to teach and explore idioms with children as a way of enhancing their knowledge of language and vocabulary.</p>	<p>Improved use of social language with peers and school staff</p> <p>Improved engagement with the curriculum</p> <p>Positive impact on progress in all areas of learning.</p>



Target	To support the reading of EAL Pupils in Early Years and Key Stage 1	
Intentions	Implementation	Impact
To ensure all children have access to age appropriate provision, supported by same day interventions, to enable them to develop their phonics and reading skills alongside their peers.	<p>Phonics Provision- following pace and progression of Letters and Sounds with added exploration of language and detailed guided reading sessions to ensure all children are exposed to a language rich environment.</p> <p>All staff to receive detailed Letters and Sounds training</p> <p>All children to access phonics lessons in N-Y3</p> <p>All children who still require phonics support in KS2 to take part in lessons at suitable times with trained staff, additional to their English letters.</p> <p>All phonics lessons to follow the same structure, progression and pace across all year groups.</p> <p>Regular assessment to take place to ensure progression for every child and timely interventions to address mis-conceptions or missed sessions.</p>	<p>Improved use of social language with peers and school staff</p> <p>Improved engagement with the curriculum</p> <p>Positive impact on progress in all areas of learning</p>
Target	To embed targeted support for new arrivals into KS2 to enable them to acquire language skills at an accelerated rate	
Intentions	Implementation	Impact
Use of TA to embed appropriate support and interventions. New arrivals requiring additional support are identified and will access specific support to meet their personal needs, either in 1:1 sessions and/or in small group sessions.	<p>1 TA to have dedicated hours to support our new arrivals and EAL learners under the direction of their class teacher.</p> <p>New arrivals' needs to be assessed and individual sessions planned to meet their individual needs</p> <p>TA to plan group session where social language can be developed through role play, game playing etc</p> <p>TA to identify suitable interventions for each new arrival and deliver them accordingly.</p> <p>TA to assess progress based on interventions</p>	<p>Improved use of social language with peers and school staff</p> <p>Improved engagement with the curriculum</p> <p>Positive impact on progress in all areas of learning</p>
Target	To invest in resources and applications to develop language and social skills	



Intention	Implementation	Impact
To continue to subscribe to Flash Academy online to support language acquisition	Individuals to be allocated login details (upon identification of need by class teacher) Time to be allocated to each child to access the website/ app Teacher to monitor progress and identify misconceptions of challenges	Improved use of social language with peers and school staff Improved engagement with the curriculum Positive impact on progress in all areas of learning