English as an Additional Language Policy

Heath Mount School, Hertfordshire

Independent Day and Boarding School for Boys and Girls

September 2024

1   **Introduction**

The term English as an Additional Language (**EAL**) is used when referring to pupils whose main language at home is a language other than English.

A child must not be regarded as having a learning difficulty solely because the *"language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home"* (section 20(4) of the Children and Families Act 2014). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

2   **Aims and objectives**

- To welcome and value the cultural, linguistic and education experiences that pupils with EAL bring to the School.

- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.

- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.

- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.

- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

3   **Strategies**

o   Pupils with EAL will be assessed on their arrival to the School to identify the initial level of provision required. If the PiRA paper for their age is not appropriate, CEFR levels will be used to ascertain a pupil's current level of English language so that an appropriate programme can be put in place.

o   During the first term, any pupil with EAL will ordinarily follow the timetable for their year group. This will enable the pupil to absorb the English language, both within the classroom environment and during informal interaction with their peers. It is also a time when the pupil can become fully integrated socially.

o In addition, a profile of the pupil's progress and needs will be identified by the relevant teaching staff. The Head of Learning Support will coordinate findings, liaising with the Deputy Head (Academic) and parents before implementing changes. If required, a Pupil Passport may be drawn up for a pupil with EAL to support their needs. This is regularly reviewed, with input from parents and the child.

o The School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.

o Pupils who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required. Support will vary from pupil to pupil, depending on their needs. It may include, for example, additional support during French lesson allocation to follow an individual programme to enhance sentence work and vocabulary skills. Further time may need to be allocated to develop individual skills, dependent on the pupil's needs.

3.1.   The School will ensure that:

o All involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff. For individual children, this will be coordinated by the class teacher (In EYFS to Year 4) or the English teacher in Years 5-8. For children in multiple years with a common language, this will be the Head of English.

o Training in planning, teaching and assessing EAL pupils is available to staff.

o The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed. This is co-ordinated by the Head of English, with support of the Deputy Head (Academic).

o Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-Bullying policy.

3.2.   All teaching staff can assist by:

▪ Being knowledgeable about pupils' abilities and needs in English and other subjects.

▪ Ensuring the pupil's name is pronounced correctly and that they are included as much as possible.

▪ Use this knowledge effectively in curriculum planning, classroom teaching and grouping.

▪ In the EYFS, teaching staff will provide hands on experience and play opportunities so that children can use their own language when they need

to, as well as developing their English skills through activities which support their language development.

3.3.   Ways that teachers can support an EAL pupil, particularly within the EYFS environment are:

- o   Teaching useful words and phrases and classroom routines to enable the pupil to communicate with their peers;

- o   Use visual support / aids as often as possible, e.g.: visual timetables, cards, pictures, photographs, objects and demonstrations;

- o   Plan classroom activities to include clear language and learning objectives, use appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas;

- o   Create a language rich environment.

3.4.   The Head of Learning Support will:

- ➢   Disseminate information about EAL pupils to staff;

- ➢   Represent and promote the needs of EAL pupils;

- ➢   Work closely with the Head of the EYFS and others to develop EAL strategies, planning and assessment as and when required;

- ➢   Keep up to date with EAL good practice and monitor and support the assessment and teaching of EAL pupils.

Any concerns about the wellbeing of a pupil with EAL should be referred to the Head of Section, who will liaise with class teachers, parents and the Welfare team.

If the School has reason to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the sections in the Special Educational Needs and Learning Difficulties Policy.

Governors' committee reviewing	Education Committee
Date Effective from:	September 2024
Period of review	Three years
Next review date	September 2027
Person responsible for implementation and monitoring	Deputy Head Academic
Related Policies and Procedures	Curriculum Policy
	Special Educational Needs and Learning Difficulties Policy
	Equality and Accessibility Policy