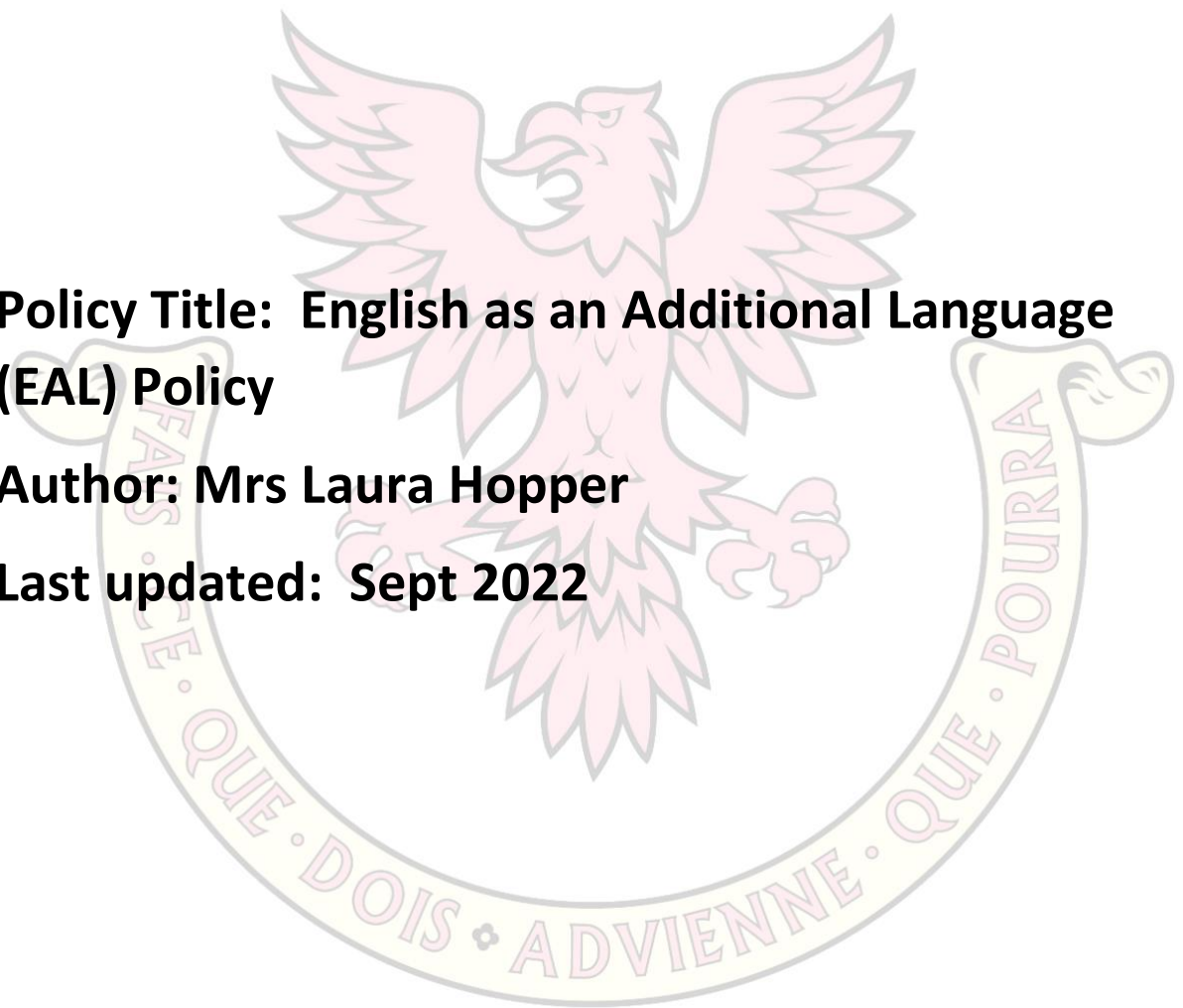


**Policy Title: English as an Additional Language
(EAL) Policy**

Author: Mrs Laura Hopper

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English as an Additional Language (EAL) Policy (Whole School Policy including EYFS and Boarding)

In this policy, the term **'English as an Additional Language'** (EAL) refers to students whose main language at home is a language other than English.

Students with EAL can face various difficulties throughout their academic life.

Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

Introduction

This policy details Hall Grove School's arrangements to recognise and meet the needs of students who are learning English as an additional language (EAL) in order to enable them to understand and communicate at the same level as their peers who have English as their first language.

Aims and objectives

Hall Grove welcomes applications from prospective pupils from any ethnic or national background. The School is committed to making appropriate provision for the teaching, learning and overall wellbeing/pastoral care of pupils for whom English is an Additional Language (EAL).

We will identify individual pupils' needs; recognise the skills they bring to Hall Grove and ensure equality of access to the curriculum and co-curricular activities.

As a school we will ensure all teaching staff are informed when a pupil on the EAL register is in one of their classes. All teachers at Hall Grove share responsibility for the language development of pupils with English as an additional language.

The role of school staff members

All staff members have a responsibility to ensure the development of students with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student.

Special Educational Needs and Learning Support

Hall Grove School recognises that speaking English as an Additional Language (EAL) is not a Special Educational Need (SEN), but learners with EAL may themselves have additional educational needs, just like learners who use English as their First Language. Any teacher who has concerns about the language skills of a student with a first language other than English, will refer these to the Head of Learning Support, Mrs Laura Hopper.

A proportion of students with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.

- Assessments of SEN of students with EAL will involve EAL specialists along with SEN specialists.
- Where appropriate, the school will arrange an assessment in the child's first language.
- SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- The school will ensure that the parents or carers of a student with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage

EAL in The Early Years

Most pupils with EAL entering the School in the Early Years and Foundation Stage generally pick up English through being immersed in the strong linguistic focus and practical nature of learning that takes place at such a young age.

We also recognise that EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers. However, where EAL is affecting or impeding a pupil's progress, additional support will be put in place to improve their use of English.

Monitoring progress

- The responsibility of monitoring of students' progress is shared between all teachers, both class-based and Learning Support.
- Individual student profiles are updated following assessments and reviewed on a termly basis to identify and address problems.
- Students are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability where appropriate.

Policy review

This policy is reviewed annually by the Head of Learning Support and the Senior Leadership Team.

September 2022

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