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Inspired Education Group UK

Hilden Grange School

English as an Additional Language Policy

Policy reviewed by R. Sievewright

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Next review date: June 2025

Reviewer's Signature: R Sievewright

Head Teacher's Signature: M. Gough

Please note: 'School' refers to Hilden Grange School; 'parents' refers to parents, guardians and carers.

Introduction

Term	Definition
EAL	English as an additional language. This recognises that many pupils learning English already know more than one other language and are adding English to their repertoire. EAL is the term most often used in schools.
Bilingual, multilingual, or plurilingual	<p>All of these terms refer to pupils who have access to more than one language at home and at school.</p> <p>The terms do not necessarily imply that the pupil is fully fluent in both or all of their languages. This terminology has changed over time. Pupils now referred to as bilingual, multilingual, plurilingual or learning EAL used to be referred to as speaking their 'mother tongue'. This was changed in the 1990s as it was thought to marginalise fathers and others.</p> <p>The term 'first language' is also sometimes used for the first language acquired by the pupil. The terms 'home language' or 'community language' are also used to denote that languages other than English may be used at home or in the pupil's community.</p>
Early-stage learners	Pupils who are at the earlier stages of learning EAL. This is often used interchangeably with 'new arrivals' or 'beginners in English'.
Advanced learners of EAL	Pupils who have had considerable exposure to English and are no longer in the early stages of acquiring the language. These pupils may need support to develop the cognitive and academic language needed for success in education.

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL learners and helping them achieve the highest possible standards. All children need to feel safe, accepted and valued in order to learn effectively and become successful members of society.

Aims and Objectives

- To promote equal opportunities for all pupils for whom English is an additional language
- To deliver a broad, balanced curriculum so that the needs of children for whom English is an additional language are met
- To ensure EAL pupils reach their full potential
- To plan and teach lessons using learning styles most appropriate to EAL learners
- To promote home languages, cultures and experiences across the school
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To monitor the progress of EAL learners
- To support EAL children who are at risk of under-achieving through specific language intervention
- To encourage and enable parental support in improving children's attainment
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To maintain pupils' self-esteem and confidence by acknowledging their skills in their own languages

Strategies and Provision

Pupils joining Hilden Grange are monitored by all teaching staff to ensure that their ability to speak and understand English is sufficient to enable them to both access the curriculum (and other educational opportunities) and benefit socially from the school environment. Staff ensure that appropriate differentiation takes place, and curriculum related opportunities are given to develop listening, speaking, reading and writing skills.

Intensive support is provided for children whenever they join Hilden Grange especially in EYFS as new pupils in this age range often arrive speaking very little English.

EYFS provision:

- Before joining Hilden Grange, new pupils attend taster sessions in order to familiarise themselves with the school, environment and to meet their peers. A buddy system is immediately put in place and this is carefully considered and monitored. The buddy also acts as a friendly way of helping to introduce the new EAL pupil to English as new language is assimilated through play and interaction.
- Newly arrived children are given time to absorb English. There is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained.
- Visual aids are provided as appropriate: classroom items are labelled, eye-catching wall displays are used.

- A range of resources to support pupils' linguistic development are used. These include: games, visual materials and computer software.
- Teachers and Learning Assistants invest quality time in one-to-one activities with EAL children in order to develop vocabulary and understanding as quickly as possible.

Years 1 – 8

Children starting at Hilden Grange tend to have some knowledge of English. However, support is tailored to each child's level of English on entry. As with EYFS, the new students visit Hilden Grange for a taster day/sessions and the buddy system is introduced.

During lessons, teachers:

- Show differentiated work in their planning.
- Set appropriate and challenging learning objectives.
- Provide visual aids as appropriate.
- Recognise that EAL pupils need more time to process answers.
- Break information down into small chunks and ensure vocabulary and meaning is understood.
- Allow more time to complete tasks.
- Allow children to use their mother tongue to explore concepts.
- As with EYFS children, time is given for newly arrived pupils to absorb English. (There is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained.)
- Use groups to ensure that EAL children hear good models of English.
- Use collaborative group activities.
- Provide a range of reading books that highlight the different ways in which English is used.
- Ensure that there are many opportunities for talking to both adults and peers.
- Ensure that teaching rooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.
- Use a range of resources to support pupils' linguistic development. These include: dictionaries in their mother tongue, games, visual materials, differentiated worksheets and computer software
- Provide subject specific vocabulary at the beginning of every new topic.
- Provide extra reading and language support / intervention

Additional Provision

When needed, our Learning Support Department offer additional language support sessions to enhance language acquisition. This is usually done within the classroom environment, alongside peers, thus allowing continuing interaction with peers, immersing them in the language rich environment.

Out of class intervention is provided when appropriate.

Special Educational Needs and Disabilities (SEND) and Challenge for All

Hilden Grange recognises that most EAL pupils needing additional support or provision do not have SEND. However, EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND policy. Our Special Educational Needs Coordinator (SENDCo) is also responsible for the provision of our EAL learners.

Similarly, the school recognises that there may be EAL pupils who are particularly talented in a subject, even though they may not be fully fluent in English. These pupils will be extended and challenged to allow them to develop in the subject (see our Challenge for All policy for more information.)

Reviewing the Policy

This policy is reviewed on an annual basis. The process of review will involve the SENDCo, who is responsible for the provision of our EAL learners, and the SLT.