



FOUNDED 1879

HALLFIELD SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Head Master	Mr K Morrow	
Chairman of Governors	Mr T Venner	
Staff member with responsibilities	Head of Learning Support & EAL Coordinator	
Subcommittee with responsibilities	Education	
ISI Regulatory Policy	Yes	
Date adopted by Governing Board	signed	
	Date	Autumn 2018
Date for policy review	Autumn Term 2021 (unless new legislation requires amendment)	

“Hallfield School promotes the safeguarding and welfare of children in its care;

all policies support the Safeguarding Policy”



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ENGLISH AS AN ADDITIONAL LANGUAGE

SCOPE Whole School including EYFS

This Policy is concerned with bilingual and multilingual learners (hereafter referred to as EAL learners) at Hallfield School who have a home language other than English and who are in the process of learning to use English as an additional language for educational purposes.

**Bilingual ... the term is currently used to refer to students who live in two languages, who have access to, or who need to use two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages (Cited in Hall, D 1995, - Assessing the Needs of Bilingual Students, London, Fulton).*

AIMS

- To create a welcoming and supportive environment, which encourages EAL pupils to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils.
- To develop the oral and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.

We believe that pupils learning English as an additional language are entitled to the full National Curriculum programmes of study and all teachers have a responsibility to develop the use of the English language within their subject context.

POLICY STATEMENT

All pupils have curriculum learning needs. EAL learners also have language learning needs. Language is best learned in a meaningful context - the mainstream classroom.

When teaching EAL pupils it is important to note:

- EAL pupils are learning *in* and *through* another language.
- Many EAL learners have abilities which they are unable to exploit because they lack fluency in the appropriate academic language.
- EAL learners require a particularly interactive approach to teaching and learning so that it is not completely language based.
- Some EAL learners are shy or may lack the confidence to speak English in class, do pairing them with a 'talk partner' may encourage them to participate.
- Be aware that parents may not be fluent in English so you will need to ensure that any communication home is clear.

PROCEDURES AND PROVISIONS

As a school, Hallfield embraces the varied cultures and experiences of all our pupils and we celebrate the many languages children are able to speak and understand. Children may be encouraged to use their home language, where appropriate, at school so that their first language is seen as being valued and celebrated.

A register is kept detailing pupils who have EAL and pupils who are exposed to other languages at home.

Newly Arrived Pupils Provision

Following Birmingham City Council's Induction Flow Chart for Newly Arrived Pupils, see appendix 1, the EAL Co-ordinator will use the Pupil Induction Pack to ensure all relevant staff are prepared to support the pupil. All EAL pupils who are new to Hallfield School will have an induction period and be closely monitored by their form tutor, Head of Year, and other staff whom they come into contact with. At Hallfield, the EAL Co-ordinator and/or the Speech and Language Therapist will carry out an Initial EAL Speaking and Listening Assessment within the first two weeks, write an Individual Language Plan (ILP) and liaise with staff to determine the required in class support and organise Pre-Tutoring sessions which will be added to the termly fees.

Pre-Prep KS1 and Prep Provision

In the Pre-Prep and Prep, for pupils whose home language is not English or they have exposure to another language, we take reasonable steps to provide opportunities for them to develop and progress in line with expectations.

With a vast range of languages spoken within our school community, all members of staff have the opportunity to undertake EAL awareness training with our Speech and Language Therapist to heighten their awareness and knowledge. All teaching staff are expected to provide in class support through clearly differentiated lessons to enable all pupils to access the curriculum and be suitably challenged. If the class teacher has continuous concerns about the pupil's academic achievements, they will raise these concerns to the EAL coordinator and/or Learning Support.

Where appropriate we will provide resources for pre-learning experiences and suggestions to support learning at home prior to a topic being taught, for example key vocabulary. This is highly recommended for EAL pupils when a new topic is introduced, as this provides a more meaningful learning experience in the classroom.

Visual timetables, instructions and flashcards will be used to facilitate the child's learning and understanding of the daily routine when deemed appropriate.

EYFS Provision

In the EYFS for children whose home language is not English, we take reasonable steps to provide opportunities for them to develop and use their home language in play and learning, supporting their language development at home.

When assessing EYFS children's communication, language and literacy skills, practitioners assess children's skills in English. Practitioners are supported by our Speech and Language specialist and assessments including WellComm are used to support judgements, inform planning for individuals and measure progress where required.

In the EYFS if a child does not have a strong grasp of the English Language, practitioners are supported by our speech and language specialist in exploring the child's skills in their home language with their parents to establish if there is a cause for concern about language delay.

A named practitioner is responsible for monitoring provision for children who have EAL/ exposure to other languages at home.

EAL and SEND

Having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of bilingual EAL learners are not identical neither are they mutually exclusive. EAL learners who are identified as SEND may be assessed through the PSS Assessment Pathway.

ADMISSION PROCEDURE

KS1 and KS2 parents requesting a place for their child are invited to interview during which an informal assessment of the pupil's English is made and the relevant background and cultural information is collected. When the child starts school, further bench mark testing takes place and the child is assessed using the Department of Education Proficiency Codes. This assessment should be repeated termly by the teacher and Learning Support to monitor the pupil's progression in the English language. It is essential that a student's prior educational experience is noted and that the teacher is aware of 'culture shock', as this can help the teacher to understand the child's specific academic and emotional needs.

It has been proven that children learn English most effectively by working alongside English speaking pupils, so EAL learners are encouraged to participate in all areas of school life. Separate social and academic buddies can help the EAL child to adapt to school life at Hallfield.

In the EYFS children who are joining Hallfield are invited to spend time in the setting with their parents. During this time a practitioner supported by our Speech and Language specialist makes an assessment of the child's language development.

A plan for the child's induction at the setting is created in partnership with parents and might include parents supporting the child in learning to say and understand some simple key words and phrases and/or to be able to use pictures expressing their welfare needs for example, needing to use the toilet or feeling thirsty.