



Hilden Grange School

English as an Additional Language Policy

Policy reviewed by J. Golland and R. Sievewright

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Policy actioned from: September 2021 – August 2022

Next review date: June 2022

Reviewer's Signature: J. Golland, R Sievewright

Head Teacher's Signature: M. Gough

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

Definition of EAL:

The term EAL is used when referring to pupils who speak and/or hear a language other than English at home, some or all of the time.

Pupils joining the school 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 Las invest quality time in one-to-one activities with EAL children in order to develop vocabulary and understanding as quickly as possible.

In 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 the Pre-Prep, 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

In addition:

- Arrangements can be made for language tutors to provide support to individuals within the school day.
- Arrangements can be made for the ISEB Certificate of Achievement Skills course to be followed.
- Subject teachers liaise with external tutors as necessary.