



**HURLINGHAM
SCHOOL**

English as an Additional Language (EAL) Policy

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website, and a hard copy can also be viewed at our School Office.

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage (EYFS) Nursery and Reception pupils.

Contents:

- 1.** Introduction
- 2.** Definitions
- 3.** Aims
- 4.** Background
- 5.** Objectives
- 6.** Identification and Assessment Arrangements
- 7.** English as an Additional Language, Learning Difficulties and or Disabilities and More Able Children
- 8.** Roles and Responsibilities

Introduction

We are proud to be a non-selective school where all our children, including those with English as an Additional Language are provided with a safe and positive environment in which to learn. We strive to be accessible to all children; however, with the exception of French and Spanish curriculum work, all lessons (and all other communication) are given in English throughout the school. Children in this school come, in the majority, from professional families who are supportive of their children and are able to speak fluent English, even if it is not their first language and they choose to speak in their own language at home.

We are proud of the linguistic diversity of the Hurlingham pupils and view bilingualism and multilingualism as an asset.

Definitions

At Hurlingham, we determine that a pupil has English as an additional language (EAL), if they are exposed to a language at home that is known or believed to be other than English. (DfE Schools, Pupils and their Characteristics July 2020)

The following definitions are used in this document:

English as an Additional Language (EAL)

refers to children whose first language is not English.

Learning Difficulties and or Disabilities (LDD)

is the term applied to any pupil who has a learning difficulty which calls for special educational provision to be made.

Learning Difficulty can be applied to a pupil who has significantly greater difficulty in learning than the majority of children of the same age or has a disability that hinders him/her from making use of the educational facilities provided.

Continuing Professional Development (CPD)

refers to training provided for teaching staff.

Individual Education Plan (IEP)

refers to an individual plan for a child detailing provision to be given and targets to be met over and above those for the other children in the class, within a set time frame.

Aims

For those children who speak English as an Additional Language (EAL) we aim to provide them with an education that acknowledges diversity of ethnicity, culture and faith, ensuring that all EAL children are able to use English confidently and competently as a means of learning across the curriculum, and where appropriate, make use of their knowledge of other languages. We value and celebrate the insights into humanity that are brought to School by children from a range of cultural background and we welcome the diversity which this brings to our community. For example, in Reception classes (EYFS) children can engage in Explore Time activities in both English and their home language if different. Furthermore, they may respond to classroom greetings and everyday procedures in English, their home language or another modern language they are learning.

Background

This policy has been written with regard to the

- Equality Act 2010 and protected characteristics within it
- Code of Practice for schools
- The Race Relations Act 1976 amended 2003
- The five principles of 'Every Child Matters' and the Children's Act 2004
- The Children and Families Act 2014
- Rose Report 2009 which addresses Primary School Education: Learning and Teaching for bi-lingual children in the Primary Years
- Pupils and their Characteristics , DFE July 2020)

Objectives

In order to fulfil our aims our objectives are to

- identify and assess children with EAL as early as possible
- include all EAL children whenever practicable, in all school activities with pupils who do not have EAL
- follow the Early Years Foundation Stage and National Curriculum using appropriate differentiated approaches to the attainment targets
- monitor and keep records of all children's progress
- maintain and regularly update a register of all children with EAL
- allocate additional resources where possible and appropriate
- advise on and take advantage of the whole range of outside support services and agencies available to pupils with EAL
- encourage close links between home and school so that reinforcement will maximise the child's progress and a positive and constructive relationship with parents is developed
- give appropriate training and advice related to the education of all pupils with EAL to teaching staff as part of CPD

Identification and Assessment Arrangements

It is our aim that pupils and parents should be actively involved at all stages of the EAL support process within the school and that there is regular monitoring of progress and performance of each individual child on the EAL register as follows:

- Before starting at Hurlingham School parents are asked to fill in an 'English as an Additional Language' form which enables us to identify children who may need support.
- Children who arrive in school and for whom English is an additional language will be assessed using The Bell Foundation EAL assessment Framework for schools. Appendix 1
- This assessment covers Primary Listening, Speaking, Reading & Viewing and Writing and will also be used to measure an EAL child's progress in English.

There are 5 bandings within the EAL Assessment Framework that EAL pupils can be working within

Band A	New to English
Band B	Early Acquisition
Band C	Developing Competency
Band D	Competent
Band E	Fluent

EAL Support:

- Support will be given where appropriate either within the classroom or as part of an individual or small group intervention to support with English and access to the curriculum.

English as an Additional Language, Learning Difficulties and or Disabilities and More Able Children

A child will not be regarded as having a Learning Difficulty solely because the language or form of language of the home is different from the language in which he/she is taught, however, it is recognised that such children may need extra support. It is also recognised that a child may demonstrate that they are More Able in certain areas of the curriculum even though they may not be fully fluent in English. Children who have EAL will be monitored when they first arrive at school by their Form Teacher. Children will be given time to adjust to lessons in English and will be given Learning Support if the need is identified. If an EAL pupil of any age is seen to be struggling with any aspect of school life, appropriate support will be put in place.

Roles and Responsibilities

The Head, through the Head of Learning Support, is the appointed 'responsible' person for ensuring that the above duties are carried out and that all pupils with EAL are known by all who teach them

The Head of Learning Support and Neurodiversity ensures that

- Staff are provided with training and resources to meet the needs of pupils, as part of their high quality teaching.
- Pupils new to English receive early intervention, to support them with their new language
- The EAL register is up to date and maintained
- Pupils with an access arrangement entitlement for EAL receives it.

Date created: July 2010

Date of review: September 2021

Date of review: September 2022

Date of review: September 2023

Date of next review: June 2024