

Holme Grange School
Whole School Policy Including EYFS



English as an Additional Language Policy

Date:	Amendment:	Reviewed by:	Authorised by:
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Oct 2021	Reviewed	MJE	SMT – 02/11/2021
Oct 2019	Reviewed	MJE	
Dec 2018	Reviewed	MJE	SMT
Dec 2017	Reviewed		
Aug 2015	Reviewed		
Aug 2014	Reviewed		

Introduction

This policy relates to the whole school including the Early Years Foundation Stage. This policy should be read in conjunction with the Equal Opportunities and Valuing Diversity, Admissions, MAGT, SEND and Curriculum Policies.

Purpose

This policy describes the way in which the School meets the needs of children with English as an Additional Language (EAL). Pupils with EAL needs will have access to the whole school curriculum and will be fully integrated into the School.

The School wishes to support all of its pupils who have EAL needs to become effective, independent learners and thereby to achieve their maximum potential. The policy takes account of the SEN Code of Practice 2014 which recognises that pupils with EAL needs often have a linguistic rather than a learning or cognitive difficulty. At the same time, when pupils who have EAL needs do not make the expected progress, it should not be assumed that their language status is the only reason and they may be referred to the ALC (Accelerated Learning Centre) for assessment in accordance with the SEND policy.

Holme Grange has a vision of excellence which:

- Enables every child to thrive through experiencing an ethos of support, challenge and encouragement to succeed - Inspiring achievement beyond the bounds of expectation.
- Celebrates a caring culture, and as a learning community, ensures everyone, irrespective of ability, leaves our school feeling individually fulfilled and valued as a member of society.

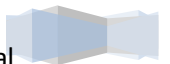
In line with this vision, the School has four specific aims:

- To provide a liberal and challenging academic education that stimulates pupils' intellectual curiosity.
- To promote high standards of achievement across a wide spectrum of activity, extending beyond the conventional 'academic' horizon, enabling each pupil to discover and develop individual talents and interests.
- To nurture personal development of the individual, within a caring, diverse and warmly supportive 'family' environment, developing pupils' confidence, self-esteem and leadership skills.
- To enable pupils to develop the values, attitudes and standards that will guide them in their present and future lives as global citizens in a rapidly changing world.

Holme Grange is an independent day school for girls and boys from 3-16 years. Holme Grange welcomes pupils from diverse cultural backgrounds and among the School's population there is a proportion of children with EAL needs. Pupils joining Holme Grange who are of nationalities/cultures where English is not the first language will be given appropriate support (teaching and learning resources) to become confident and capable in the use of English and to integrate fully into the life of the school.

Aims of this Policy

- To welcome pupils of other nationalities/cultures where English is not the first language.
- To make integration into the new environment as smooth and positive as possible.
- Meet the needs of any pupil in the School, including those who have EAL needs, within the mainstream curriculum, using English as the language of instruction.
- Offer full access to a broad, balanced and relevant education to pupils with EAL needs.
- Ensure that no pupil is discriminated against, in any area of school life, on the basis of her cultural/language needs.
- Work collaboratively with academic and pastoral staff to support the English needs of a pupil as effectively as possible, in order to narrow the attainment gap between EAL pupils and their peers.
- Regularly monitor a pupil's or pupils' progress to ensure that difficulties in achieving their potential are detected as soon as possible.
- Recognise and value the importance of the pupil's first language and the additional



experience and perspective that this brings to the School.

- Involve parents in any key decisions relating to their child's EAL programme. Pupils should also play an active part in this process.
- Support pupils to develop confidence and self-belief through encouragement and guidance.

Guidance

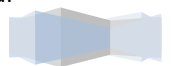
i. Admission Arrangements

The School admits pupils with EAL needs who fulfil the admission requirements (refer to the Admissions Policy). EAL lessons may be offered as a condition of entry. Parents are asked to discuss with the Registrar any reasonable adjustments that need to be put in place, providing relevant documentation to provide further information, in advance of an application for a place in the School, to help the School fully understanding the context for admission. Once the School's admission procedures are met, information regarding the history of an EAL pupil's English language learning will be passed on from the Admissions department to the SENCO and Head of School (Pre-Prep, Prep or Eaton Grange) and then disseminated. This information may have a direct impact on exam access arrangements, in accordance with exam body regulations.

All new EAL pupils have their English assessed using the online Oxford Placement Test, or similar diagnostic tool. Those students who are identified as needing EAL support are then individually diagnostically screened by specialist teachers for pupils with EAL needs to ascertain their level of listening, reading, writing and speaking skills. The level descriptors are in accordance with the Common European Framework of Reference (CEFR) for languages.

ii. Procedures and Support

- All staff are familiar with the EAL Policy and their role in implementing it.
- The SENCO/ALC lead will work closely with academic and pastoral staff in order to plan a programme of individual EAL lessons, as required.
- The school will make use of baseline data (for example INCAS, MIDYIS and ALIS) and internal examination results for screening, diagnostic purposes and for shaping pupils' individual programmes.
- The ALC department will ensure that EAL information and targets (for example common language errors) are accessible to all teaching and learning support staff.
- The ALC department provide whole-staff training on supporting EAL pupils when required. Training is also offered to staff on effective differentiation and flexible teaching.
- Where required, Specialist EAL teaching is provided based on a programme of individual lessons which build on the core language skills as well as being relevant to the School's curriculum.
- The SENCO/ALC will liaise closely with the Exams Officer on issues concerning access arrangements (for example the use of a bi-lingual dictionary) for external and internal examinations.
- There is ongoing support for pupils when a programme of EAL lessons has ceased.



iii. Charging

- The School charges all pupils who receive EAL lessons. These charges are reviewed on an annual basis.
- External examinations (for example Cambridge Assessment for English) are chargeable and will be recharged to parents.
- Charges are made clear to parents before any assessment or support lessons are agreed, as are the notice periods for cessation of EAL lessons.

Evaluation

Holme Grange is committed to excellent standards of teaching and learning. This means that high quality inclusive teaching, ensures that planning and implementation meets the needs of ALL pupils, and builds in high expectations for all pupils, including those with EAL Needs. Teachers carefully consider and adapt their teaching to promote the progress and development of all pupils, in addition to support by specialist staff.

Intervention programmes are adjusted on a termly basis, in the light of the progress the pupils are making, drawing on a rich variety of assessment data available within the school context, and responding appropriately to the 'pupil voice'.

EAL in Pre-Prep including EYFS

Before children join Holme Grange School, parents are required to submit registration forms indicating whether a child speaks a different language at home. This information is passed on to staff and the appropriate steps can be carried out to ensure the child has an understanding of his/her surroundings and start prompting the use of English.

The Nursery Manager is able to make a home visit to establish a positive relationship with parents and children, and to gain an understanding of the family's language and culture. Various strategies are discussed with the parents and implemented in the department and class. Signs and visual aids are used throughout the Pre-Prep department, demonstrating to children the word and the meaning. For example, pictures and words of knife and fork in the dining hall. Staff use facial expression, eye contact and body language to give as much information as possible. All classes have signs and symbols displayed in classrooms and cloakroom areas. Equipment, resources and display boards are labelled clearly for both children and parents to read. Parents are asked for everyday words that they use at home, which can then be used in class. Parents are also invited to a drop-in session to engage in activities with their child's group. Parents are regularly informed of progress or key words which have been used in class that week by keyworkers.

