

HULME GRAMMAR SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy is applicable from EYFS through to year 13

Definition

We define English as an Additional Language as where a language or languages is/are used more or to the same extent as English outside school. This does not imply that there is an English language development need in order to access the curriculum.

We use the following criteria from the DfE census in order to describe English language development needs. The full descriptors can be found in Appendix I.

| | |
|----------|-----------------------|
| A | New to English |
| B | Early acquisition |
| C | Developing competence |
| D | Competent |
| E | Fluent |
| N | Not yet assessed |

Aims

- To ensure that we meet the full range of needs of those children who are learning English as an additional language.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To help EAL pupils to become fluent in speaking and listening, reading and writing English in order to be able to fulfil their academic potential.
- For all relevant members of staff to be aware of any pupils with EAL and their needs.
- To ensure appropriate support is provided for those pupils who have EAL enabling access to a broad and balanced education in which he/she can participate fully with his/her peers.
- To promote the individual's self-esteem.
- To encourage and enable parental support in improving children's attainment.
- To monitor pupils with EAL through target setting and evaluation.
- To ensure equality of opportunity for all applicants and pupils.

Admissions and EAL

- Hulme Grammar School is an independent, academically selective school. We welcome all children who can demonstrate through assessment their ability to access our curriculum. We do not have the facilities to offer specialised and intensive EAL tuition. However, where necessary, students are offered extra English language support in order to help them access the curriculum. All teachers are expected to support the learning of EAL students where possible in their own class or subject area.
- We advise parents of children who have EAL requirements to discuss their child's needs with the school prior to entry so we are able to discuss the adjustments to the curriculum that can reasonably be made for their child if they become a pupil at the school.
- In exceptional circumstances, a pupil may be admitted with limited English on the understanding and agreement with parents that they will receive English tuition outside school and their curriculum may be restricted.
- Information provided by parents, the application form and the previous school regarding the pupil's EAL needs will be identified and passed to the EAL Coordinator.

- The EAL coordinator may use a range of methods in order to find out the nature and extent of an individual pupil's needs. This may include:
- Responses to questions on the application form
- An analysis of the child's entrance exam paper
- Assessment in reading, writing, speaking and listening
- Work sampling
- Teacher's comments and observations
- EYFS profiles, standardised assessments, CAT4 test information
- End of year assessments
- Input from pupils and parents
- The EAL coordinator will ensure that appropriate support is provided as necessary as additional support in small groups or individually. This support will focus on enabling access to the full curriculum.

Recording

- Records are kept on an EAL list which will include the language/s spoken and whether the child is a fluent English speaker and if there are any identified needs.
- Information is kept on Schoolbase.
- SLT and teachers are made aware of pupils on the register.

Provision

- The following strategies may be used as appropriate for the individual:
- Strategies for differentiation provided by the EAL coordinator
- Teaching approaches which promote language development
- Adaptive teaching strategies to teaching and learning
- Regular formal and informal assessment and monitoring of children
- Subject specific vocabulary lists provided by departments
- Active encouragement to participate in extracurricular activities
- Individual targets
- Mentor / buddies assigned to the student
- Access arrangements for exams
- Acknowledging and giving status to the pupil's skills in their own language

The school recognises that most EAL pupils needing support with their English do not have Special Educational Needs. However, should SEN be identified during assessment, EAL pupils will have equal access to school SEN provision.

The school values all cultures and languages and recognises that to achieve their full potential the academic, emotional and social needs of all pupils need to be met.

English as an Additional Language Policy Reviewed: September 2023

Next Review Due: August 2024

Appendix I

Proficiency in English

| Code | Description |
|------|---|
| A | New to English May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying / repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support. |
| B | Early acquisition May follow day to day to social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative / accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum. |
| C | Developing competence May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully. |
| D | Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some / occasional EAL support to access complex curriculum material and tasks. |
| E | Fluent Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum. |
| N | Not yet assessed |