

HULME GRAMMAR SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy is applicable from EYFS through to year 13

Introduction

Provision of EAL at Hulme Grammar School reflects the school's Vision Statement in that it is:

Vibrant - celebrating differences in language backgrounds and experiences;

Inclusive - integrating speakers of other languages into the community immediately while constantly working to remove language barriers to inclusion;

Nurturing - treating language acquisition holistically, rather than as a purely academic concern;

Individual - understanding each pupil's particular backgrounds and needs;

Empowering - building confidence through language competency;

Realising potential - working from the principle that pupils from all language backgrounds can achieve.

Context

Hulme Grammar is an academically selective school with pupils from a variety of backgrounds. In the year 2024/25, 87 pupils (13%) were registered as having a language other than English as their first language. There were a total of 14 languages other than English recorded as Mother Tongue for pupils. Of these pupils, 28 were native Chinese speakers (20 Cantonese, 4 Mandarin and 4 not specified) and 14 were native Urdu speakers. Other common languages were Bangla (5), Punjabi (4) and Yoruba (4). The remaining languages recorded were Afrikaans, Dutch, Farsi, French, Gujarati, Lithuanian and Pushto.

Definition

The government defines EAL in the following way:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020).

We deem a pupil to have English as an Additional Language (EAL) when a language or languages is/are used more or to the same extent as English outside school and/or when a pupil's language of instruction in previous school(s) has been a language other than English. 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.

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.

The EAL department will assess pupils on entry to ascertain which descriptor they fall into. Pupils may be classed as 'EAL learners' once assessed.

An 'EAL learner' is a pupil whose first or preferred language is not English, but who operates in English for the purposes of schooling. EAL learners are simultaneously learning English while learning through the medium of English.

Aims

- To ensure that we meet the full range of needs of those children who use 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 highly competent in listening, speaking, reading and writing English in order to fully access the curriculum.
- 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 use 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.

Staffing

- The EAL coordinator at Hulme Grammar is Jonathan Lever.
- The EAL department is line-managed by Paige Powell (SENCO).

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 adjusted. For example a pupil may take EAL in place of Spanish. Students may need to reduce the number of options at GCSE and A Level to maximise their success.
- 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.
- Any pupils that are highlighted as having English as an Additional Language may be asked to complete admissions assessments that focus on English reading, writing, listening and speaking skills.

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.
- SLT and teachers are made aware of pupils who are categorised as being 'EAL learners' once admitted into the school.

Provision, assessment and progression

- 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 and any other assessment completed as part of the admissions process
 - Assessments 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 where required. This support will focus on enabling access to the full curriculum.
- The school uses the EAL Assessment Framework for Schools published by the Bell Foundation to

assess learner needs and progress. The EAL coordinator is responsible for maintaining records of progress, which are available to all relevant staff.

- The following teaching and learning strategies may be used as appropriate for the individual:
 - Strategies for differentiation
 - Encouraging independence in learning
 - Teaching approaches which promote language development
 - Adaptive teaching strategies for teaching and learning
 - Regular formal and informal assessment and monitoring of student progress
 - Subject specific vocabulary lists provided by departments
 - Access to course content prior to the lesson as appropriate
 - Active encouragement to participate in extracurricular activities
 - Mentor / 'buddies' assigned to the student
 - Bilingual dictionaries for exams if requested
 - Acknowledging and giving status to the pupil's skills in their home language including encouraging use of home language as appropriate to support learning.
- Hulme Grammar recognises that some pupils admitted may not have GCSE English Language (Sixth Form entry) or be able to access this qualification (pre year 11). In these circumstances alternative qualifications can be offered to the student in discussion with parents, pupils and relevant school staff.
- All teaching and support staff are provided with an 'EAL toolkit' with strategies that will aid EAL learners in accessing the Hulme Grammar curriculum.

Special Educational Needs

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.

Community languages

A 'community language' is a language spoken outside of the school environment that is not English. For example, an individual may speak Cantonese in their local community and/or at home but that community is based in a wider locality where English is the majority language.

Pupils may wish to be entered for qualifications in a community language that are not offered as part of the Hulme Grammar curriculum. Should entries for these qualifications be requested, this must be discussed with the EAL coordinator **by the end of the Autumn term**.

English as an Additional Language Policy Reviewed: August 2025

Next Review Due: August 2026