

EAL Policy

Table of Contents

1. Purpose	2
2. Aims	2
3. How is EAL Defined?	2
4. Identification	2
5. Planning and Teaching for Pupils with EAL Requirements	3
6. Monitoring and Assessment	4
7. Links with Other Policies and Documents	5

1. Purpose

At Hampstead Hill School we are committed to ensuring that every child reaches their full potential within the empowering environment of a positive, supportive, safe and secure whole school learning ethos. Additionally, we aim to meet the discrete language needs of our EAL learners via Quality First experiential teaching enhanced by Bell Foundation strategies and materials.

2. Aims

- Provide a welcoming environment in which pupils will learn most effectively
- Provide an inclusive curriculum
- Plan and teach lessons using learning styles most appropriate to EAL learners
- Provide discrete support to pupils with EAL needs
- Monitor pupil progress closely
- Ensure pupils are able to access our curriculum and are making good progress
- Support pupils who are at risk of under achieving
- Promote and celebrate language awareness across the whole school

3. How is EAL Defined?

The Department for Education (DfE) definition is as follows: '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.' Once a child is identified as learning with EAL at HHS, they will remain recorded as such throughout their educational journey with us, in line with DfE guidance, regardless of whether they receive discrete EAL support whilst in school.

4. Identification

We ask parents for language status at the point of enrolment. Additionally, in the Autumn Term following the settling in period, each class teacher is asked to appraise their cohort against the above definition, we call this our annual EAL Census. Having identified the pupils who are learning with EAL, we need to refine the data to ensure that support is directed towards those pupils who are struggling to access our curriculum or who could be at risk of under achieving, in line with our stated aims.

We identify individuals requiring discrete support in Reception and Years 1 & 2 by using external SAS assessment data to highlight those who are performing below our target average score of 110, (National Average is 100), AND who have been identified as having EAL status.

SAS	
> 126	very high
112 - 125	above average
89 - 111	average
74 - 88	below average
< 74	very low

We identify individuals requiring discrete support in The Early Years, (excluding Reception), by requiring Key workers to support their pupils with EAL in mind, paying particular attention to progress in the Communication and Language area of the EYFS curriculum, and to signal any concerns to the SENDCo for investigation. Additionally, we deliver the British Picture Vocabulary Scale (BPVS) language screening tool in the Summer Term to pupils in Pre-Reception in order to identify any potential gaps in the acquisition of English skills, despite immersion in a language rich environment for at least two terms.

5. Planning and Teaching for Pupils with EAL Requirements

At HHS we celebrate the diversity embodied by our school community and value the many languages other than English spoken by our pupils. In the Early Years, pupils who are identified as EAL are given opportunities through play and learning to express their other language.

Children are given the following opportunities to utilise and practice their other language:

- Children ages 2-4
 - Use daily greetings such as hello or goodbye in the classes
 - Create videos at home with their parents signing songs, reading poems or reading stories in their language to share with the class
 - World maps on the wall so children can visually connect their language with where it is located in the world
 - Word of the week in their first language to use when playing or learning
- Children ages 5
 - Children are encouraged to bring in a word or sentence of the week in their first language and incorporate that word into play or learning throughout the day. For example, using it in their phonics lesson or identifying items present in the class in their language.

Parents are encouraged to participate in their child's learning journey in partnership with Teachers to celebrate their home language by providing a word of the week, video (song, poem, story), or sentence of the week that the child can bring to their class.

Skills will be explored in their home language with the co-operation of multi-lingual Staff members and/or parents and carers to establish whether there is cause for concern about any language delay. Parents are invited in to the Early Years setting to read stories, sing songs, share their home language and celebrate their language and culture. HHS participates in International Book Day where parents are invited to read a book to a group of children in their home language.

In collaboration with the SENDCo, teachers carry out an annual audit to identify all pupils learning with EAL and most precisely, those for whom extra input is required in order to fully access our curriculum; to enjoy and achieve to their full potential. This specific group of pupils is taught inclusively using Quality First Teaching methods and discretely, using advice and support provided via the Bell Foundation strategies and resources, and via targeted support groups. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. 'Talk for Writing' activities underpin the development of language for oral and written communication, with EAL children carefully paired with peers who are able to model and reinforce the language necessary for success in learning. We acknowledge that story mapping, guided talk and the use of visual stimuli are of benefit to all our pupils, and of particular benefit to our EAL learners.

We offer targeted support groups, in addition to regular lessons, in order to enable EAL children to access our curriculum fully as soon as possible. Class and targeted support teachers use Communication In Print software to produce bespoke EAL learning materials and experiences.

In some exceptional situations, the intervention of a Speech Therapist can be beneficial in filling gaps in language knowledge and we are able to facilitate the support of a visiting SLT, arranged in collaboration with parents.

Our key principles for EAL planning and teaching are to:

- Acknowledge that language develops best when used in purposeful contexts across the curriculum
- Ensure collaborative work in small groups or pairs
- Group learners with good English-speaking role models
- Supply plenty of opportunities for hands-on (kinaesthetic) learning and role play
- Facilitate discrete teaching of key enabling language
- Provide additional visual supports
- Create a language rich learning environment
- Provide targeted support to ensure inclusion
- Value all contributions
- Deliver and signpost for ongoing CPD throughout the year
- Ensure a collaborative approach between SENDCo & English Co-ordinator

6. Monitoring and Assessment

Our classes are small and the staff ratio is high. Therefore, with TAs, Reading Support Teachers and Targeted Intervention Teachers supporting the Class Teacher who is responsible for the assessment of all pupils, we are able to identify and address needs quickly.

- In Reception and Years 1 & 2, class teachers track EAL pupils who are giving cause for concern using Bell Foundation assessment materials in one of the key areas termly; Speaking, Listening, Reading, Writing. Additionally, pupils' overall progress across the curriculum is signalled via the established in-house and external assessment schedule together with the ELGs for Reception and annual Class Reviews for Years 1 & 2.
- In the Early Years, (excluding Reception), the SENDCo works in collaboration with Key Workers and Year Group Leaders to provide support to pupils who do not demonstrate good enough progress despite Key Worker monitoring throughout the year.

Why are we tracking EAL children and providing them with additional support?


- EAL was identified as a growing barrier to learning in May 2019
- HHS has a significant number of pupils who learn with EAL and we want to ensure we are supporting them fully with specific, appropriate strategies to obtain the best outcomes
- We recognise that we have high academic standards and parents who are ambitious about their children's next school at 7+. Language acquisition plays an important part of children's development and academic success. Tracking and supporting children who have EAL with specific strategies gives teachers valuable information to share with parents throughout their journey at HHS.

- Speech and language difficulties can sometimes be an early sign of SEN and this process provides the SENDCo with valuable information to trigger early intervention, should it be deemed appropriate.

7. Links with Other Policies and Documents

This policy links to our policies on:

- Admissions Policy
- Curriculum Policy
- SEND Policy

Last Review	September 2023
Next Review	September 2024
Name	 Ross Montague Headteacher