

Hill House School Policy

English as an Additional Language (EAL)

Hill House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. It is our aim that all students fulfil their potential.

Legislation

Complies with Part 6, paragraph 24(3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- the whole location inclusive of activities outside of the normal hours;
- all staff (teaching and support staff), the proprietor and volunteers working in Hill House School.

Availability

This policy is made available to parents/guardians, carers, staff and individuals from the school office and website.

Introduction

In common with the rest of the curriculum, where a young person is learning English as an additional language, this is individually planned for, taking into account the particular needs of the young person and working with the family to plan how best to facilitate the young person's integration into an English-speaking setting. If for example, a young person at Hill House was most comfortable with say another language, our strategy in understanding how best to enable the young person to use English would include observing them communicating in their mother tongue. As a result of this, key English words would be sent to the guardians, and we would request from them a list of the key words in their mother tongue. This would enable the teachers to be familiar with what the young person might be trying to say. It would also assist in preventing them from becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the teachers to encourage the young person to transfer the word into English. Our experience is that this individually tailored approach has shown to be highly successful. We offer guardians the option to receive any

policies, procedures, newsletters etc. that they would receive in English, translated into other languages.

The teaching and learning, achievements, attitudes and well-being of all our Individuals are important. We encourage all our Individuals to achieve the highest possible standards. We do this through taking account of each Individual's life experiences and needs.

Aims and objectives

The National Curriculum secures entitlement for all Individuals to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those Individuals who are learning English as an additional language. This is in line with the requirements of current legislation

We aim to raise the attainment of minority ethnic pupils by:

- assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible;
- providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- providing additional in-class and withdrawal support to these pupils;
- developing an understanding of and valuing pupils' home languages;
- using visual and auditory resources;
- assessing pupils with EAL to establish their needs and progress;
- liaising with Special Educational Needs (SEN) colleagues in identifying pupils who may additionally have SEN.

The aims of our (EAL) provision are that all young people whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

Assessment for learning

At Hill House we assess our young people in a number of ways including:

- Assessing Observations of them at work
- Scrutiny of work
- Rich questioning throughout lessons
- Consultation, reflection and regular check ins using Talk Pads
- Supported by a range of evidence (photographs, videos, evidence of work) in their individual learning journeys

Young people are also assessed using the “Hill House Curriculum Assessment Framework” composed of “I can” statements based upon the ‘P’ levels and still widely used NC levels of progress and attainment. Progress is analysed twice a term in order to inform future planning, assess effectiveness of current methodology and to action interventions in a timely manner. Reports are sent to parents and authorities on progress achieved.

The “Hill House Curriculum Assessment Framework” is tailored to more closely match the needs of our young people and to reflect our curriculum. Each Subject has a set of between 60-100 outcome descriptors written in “I can” statements. There are also “I Can” descriptors for P9 and P10 which forms a bridging assessment structure into the new National Curriculum expectations. This P9 and P10 is also based upon the old National curriculum Levels 1 and 2. In English and Maths we have an assessment framework which also caters for students who are working at entry level. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the ‘Show Progress’ programme. We report the progress in terms of whether the student is making Above Expected (Accelerated) Progress, Expected Progress or Below Expected Progress.

Core Curriculum

Above Expected (Accelerated) Progress	“I Can” Targets met/ term
Expected Progress	“I Can” Targets met/term
Below Expected Progress	“I Can” Targets met/term

We assess the academic performance of our young people in terms of whether they have made progress towards their target from their baseline assessment, this target is generated in line with the DFE progression guidance 2011 Progress & Attainment is no longer measured in terms of a percentage of a level gained across the year.

All young people at Hill House have the opportunity to work towards a form of accreditation from AQA (Assessment and Qualifications Alliance) which aims to provide recognition for achievements. Students work to achieve units alongside curriculum topics, gaining awards in academic subjects as well as achieving accreditation for learning a life skill, from September 2017 the progress of students in non-core subjects is measured against the achievement of AQA and other external accreditations.

We continue to strive to ensure that in the sixth form young people have access to a curriculum that enables them to achieve more and more of these external accreditations with an increasing focus on vocational and work - related learning. All young people in

the sixth form have the opportunity to work towards OCR 'Life and Living skills' accreditation

The class teacher and therapy team work closely together to ensure that the curriculum is accessible to those young people for whom English is not their first language. This could incorporate use of symbols and pictures in order to support them to progress with their language and communication skills. Talk Pads are also used to facilitate communication and learning

Identification and Assessment

Guardians are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside young people should be able to identify and assess pupils with EAL in order to target them for support.

The class teacher needs to work with colleagues to develop Individual Language Plans with SMART targets (ILP's). All should be aware that EAL pupils will frequently understand what is being said, well before they have confidence enough to speak themselves.

Teaching and learning style

Teachers take action to help Individuals who are learning English as an additional language by various means:

- developing their spoken and written English by:
 - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
 - providing in class support for individuals and small groups;
 - developing appropriate resources;
 - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
 - providing a range of reading materials that highlight the different ways in which English is used;
 - encouraging Individuals to transfer their knowledge, skills and understanding of one language to another;
 - providing support within small-group intervention strategy programmes also involving non-EAL pupils;
 - providing advice and training for staff members;
 - building on Individual's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

- ensuring access to the curriculum and to assessment by:
 - using accessible texts and materials that suit Individual's ages and levels of learning;

- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

Home-school links

These are in place to:

- Welcome guardians into school
- Communicate with and involve guardians in their Individual's learning
- Promote a multi-cultural understanding in school

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Professional development

All staff are provided with opportunities for training on EAL, through the SENCo, whose responsibility it is to provide this training on a regular basis, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

Use of ICT

ICT is a central resource for learning in all areas at Hill House school and is used when relevant for meeting the needs of EAL pupils.

Resources

Staff working with EAL pupils can receive training in how to use existing resources to support language development, as part of their professional development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. If teachers do not share the student's language they can use resources to demonstrate the value of the student's language through:

- dual language texts;
- multi lingual labels around the classroom / school and
- stories from their own and other cultures.

Effective EAL support

This will be evidenced by:

- High standards of EAL training and curriculum content for EAL pupils
- Good leadership and management of EAL
- Individuals with EAL are sufficiently challenged and supported so they can reach their potential

- Support takes account of young people at the early stage of language learning
- Use of our 'guardian angel' system. New EAL learners can be paired with both a helper who speaks their mother tongue, wherever possible (to help them feel comfortable) and a classmate (to help them integrate into the school)
- Support takes account of young people at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson
- The offered curriculum is relevant and sensitive
- The SMT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils
- Links with guardians are good
- The area is a strength in the school

Identification of EAL needs

EAL needs are identified through a range of methods, including:

- On entry, when EAL is identified and recorded as part of the entrance process, and interviews/meetings with the child and guardians take place.
- By teaching staff recognition of the particular needs of a child, which should be fed back to the SENCo.
- Through discussion with external professionals e.g. tutors, previous teachers, etc.
- Through parental information.

Guardians are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support. Once the young people have been identified and assessed, the SENCo will provide key details of the young person's requirements, and advice as to appropriate strategies, through the EAL register. All should be aware that EAL individuals may frequently understand what is being said, well before they have confidence enough to speak themselves.

Provision for Learning Needs

Young people with EAL will be differentiated for in accordance with our Differentiation and SEND policies. This may involve the use of all main forms of differentiation (resource, outcome, choice, support, task). Teachers will be advised and supported by the SENCo as to suitable methods for each child.

Provision for Learning Needs within Modern Foreign Languages (MFL) lessons

We have young people who have English as their native language and who use another language. We will also have young people whose native tongue is not English but they use it as their language of instruction. We will refer to both categories of young people as Bilingual Learners as they live in two or more languages. Bilingual individuals are those

who have 'access to more than one language in normal and natural ways in their daily lives.'

Within language lessons we will aim for Additive Bilingualism rather than Transitional Bilingualism which can restrict learning. We will aim that through their lessons in French and Spanish, knowledge of other languages extends their constantly expanding language repertoire promoting their use of English and mother tongue. Languages are not separate and isolated units and bilingual learners show a greater level of metalinguistic awareness as well as greater cognitive capacity for language as a system. Bilingual individuals often demonstrate higher levels of self-confidence as they function in different cultures and social groups.

Language learning for our bilingual learners is encouraged through:

- contextual support through practical experiences;
- appropriate modelling of language;
- opportunities to communicate confidently in the new language;
- motivation through meaningful activities;
- self-confidence through praise and
- stimulating and enjoyable learning situations and
- Time spent with Native Language Assistants in one on one or small group sessions.

Curriculum Access

Teaching and learning, achievements, attitudes and well-being of all our Individuals are important. Some of our Individuals may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Individuals who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking Individuals. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

All Individuals in our school follow the curricular requirements of the National Curriculum. Individuals with English as an additional language do not produce separate work.

We do not withdraw Individuals from lessons to receive EAL support. Teaching Assistants work in partnership with class teachers within classrooms. This involves supporting individual Individuals or small groups of Individuals and, at times, teaching the whole class.

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.

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