

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 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;

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 students in a number of ways including;

- Observations of students at work
- Rich questioning throughout lessons
- Consultation with students
- Supported by a range of evidence (photographs, videos, evidence of work)

The Learning Journey

Each student has a `Learning Journey` which captures the journey that they have been on since they arrived at Hill House. The Learning Journeys indicate the barriers to learning faced by the students at the beginning of their journey, the progress made along the way and the goals and learning aspirations for the remaining journey. Learning Journeys are reflected in the class and college displays and are also a key component of their Master Care Plan and used in annual review meetings to demonstrate progress. The learning journeys are reviewed alongside the IEP targets at the end of each term.

All Students at Hill House have the opportunity to work towards a form of accreditation which aims to provide recognition for achievements. Our 6th form students work on building e portfolios of work to gain accreditation from OCR for the "Life and Living Skills " awards.

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.

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.

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.

Each young person will have their own Talk Pad device and be supported to use this to help them to develop their communication

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

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.

- 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. All should be aware that EAL individuals may frequently understand what is being said, well before they have confidence enough to speak themselves.

Curriculum Access

We do not withdraw Individuals from lessons to receive EAL support. Senior 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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