

HUNTER HALL SCHOOL

EAL POLICY



Reviewed	January 2022	KF (Deputy Head)
Approved (inspection)	January 2022	DV / KF
Reviewed	January 2023	DV
Approved (Governor)	January 2023	NH

Introduction

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language and so to raise pupil achievement.

The school ensures that EAL students have the opportunity to learn and make progress and have equal opportunities to access all parts of the curriculum. The students are encouraged to integrate fully into school life.

We celebrate bilingualism and multilingualism within school as it broadens the understanding of different cultures. For example, our Chinese students have led lessons on the subject of Chinese New Year.

Hunter Hall Context

Here at Hunter Hall, we currently have very small numbers of EAL students (1 child, 2022-2023).

Several children live in families where additional languages are spoken in addition to English language (eg: Romanian, Danish, Chinese), but English is the primary language used.

Like all students in the school, on arrival at Hunter Hall, EAL students are given appropriate assistance to settle in, eg. by being 'buddied' with a pupil.

Provision

In all subjects the principal language of instruction is English. The school seeks to meet the needs of students whose language is not English by doing the following:

- Assessing any additional language needs on their arrival at Hunter Hall
- Making any provision required in order to help them access the curriculum appropriately (eg: 1 on 1 additional sessions, vocabulary and topic detail sent home to parents weekly in advance to allow children to prepare for the week's learning, intervention from the SENDCo as appropriate)
- Continuing to monitor the pupil in light of their EAL status and taking any measures appropriate with teaching and assessment in order for make sure they can access the material as fully as necessary.
- Any concerns with progress will be flagged on the progress actions document along with any actions taken as a result.

Special Educational Needs & Disabilities (SEND) and Academically More Able Students

Should SEND or Academically More Able be identified, EAL students have equal access to the school's provision.

Key Principles of Additional Language Acquisition

- EAL students are entitled to the full curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all students and staff should be recognised and valued.
- Although many students acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for many years.
- Language develops best when used in purposeful contexts across the curriculum, and when the pupil is able to share that information with an English-speaking pupil.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction is made between EAL and Special Educational Needs and Disabilities.

Parental Involvement

Staff strive to encourage parental involvement by doing the following:

- Engaging with parents and guardians regularly (eg: at drop off and pick up times)
- Providing regular updates on a child's progress through termly school reports
- Providing regular parents' evenings. Using plain English where appropriate and being welcoming of anyone acting as a translator, to ensure good spoken and written communication concerning the child.

- Responding quickly to any parental concerns raised.

This policy can be viewed on our website