

The Hills Academy

**EAL**

**(English as an Additional Language)**

---

*Updated: April 2022*  
*Scheduled Review Date:*



**POLICY**

## **Table of Contents**

- 1. Philosophy**
- 2. Legal Requirements**
- 3. EAL Definition**
- 4. Terminology**
- 5. Overall Aims**
- 6. Introduction**
- 7. Teaching and Learning**
- 8. Curriculum access**
- 9. Assessment**
- 10. Individual Learning Profiles and Provision maps**
- 11. Parent Partnership**
- 12. Governor**
- 13. Differentiation**
- 14. Equal opportunities**
- 15. Inclusion**
- 16. Amendments**

## **1. Philosophy**

---

We believe we have a duty to identify and meet the needs of those students at The Hills Academy classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, students who have a first / home language other than English and who are in the process of learning and using English as an Additional Language through the curriculum and the broader life of the school.

## **2. Legal Requirements**

---

The Education Act 1996 requires that all maintained schools provide a balanced and broadly based curriculum for all registered pupils. At The Hills Academy subjects are taught and assessed in accordance with the current statutory requirements of the National Curriculum 2014 and Development Matters. The EYFS is defined by the Early Learning Goals. Together these provide clearly the content for learning and set attainment targets for learning- ensuring continuity and progression through the school.

## **3. EAL Definition**

---

EAL - The Department of Education definition: A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

## **4. Terminology**

---

EAL is an umbrella term that refers to any student learning and using English as an additional or second language.

Within this, there is a more vulnerable group of students we term as 'International New Arrivals', abbreviated as INA. This refers specifically to students who have entered the UK within the past two years.

There are also a number of terms that can be useful when describing the background of EAL students:

- 'first generation' – meaning they were born in another country and have since resettled in the UK with their family.
- 'second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
- 'migrant worker' – those who have moved for economic betterment.
- 'asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

## **5. Overall Aims**

---

The Hills Academy is committed to meeting the needs of students with English as an Additional Language. Whilst being clear that EAL is not SEN ('special educational need') or a 'learning difficulty', the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore we will endeavour at all times to:

- Ensure EAL students have full access to the curriculum (and other school opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students – particularly those who are International New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

The National Curriculum secures entitlement for all children 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-fulfillment 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 children who are learning English as an Additional Language (EAL). This is in line with the requirements of the Race Relations Act 1976.

## **6. Introduction**

---

In our school, the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage all of our children to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs.

Some children may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an Additional Language have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English.

## **7. Teaching and Learning**

---

In our school, teachers employ various methods to help those children who are learning English as an Additional Language achieve their full potential.

All school staff are aware of the linguistic needs of individual EAL children. Teachers are aware of some of the difficulties that pupils may face in the early stages of acquiring English and plan accordingly.

EAL pupils are taught subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate. Every child is supported to access the curriculum and reach their full potential. We aim for all our pupils to be confident speakers and writers of English in all areas of the curriculum.

## **8. Curriculum access**

---

**The curriculum is regularly reviewed and examined to ensure that multicultural aspects are fully integrated into the entire course.**

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an Additional Language do not produce separate work.

We do not generally withdraw children from lessons to receive EAL support. However, when deemed necessary (a new arrival who speaks/understands no English) there may be provision made for a period of one to one focused support.

Throughout the school we plan opportunities for children to develop their English language, and we provide support to help them take part in all activities within the classroom.

### **New to English learners**

EAL Children who arrive at The Hills Academy will have their language assessed by their class teacher and/or the EAL Coordinator. If the child is unable to access the curriculum and struggles to communicate socially due to their lack of English, they will complete the EAL programme, 'Racing to English' by Gordon Ward. This programme is designed to improve the language proficiency of new to English learners. The programme contains over one hundred language-focussed activities and can be completed by pupils of all ages.

**The Foundation Stage helps children learning English as an Additional Language by:**

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary where possible;
- where possible, providing a variety of writing in the children's home language as well as in English.

**Key Stages One and Two help children learning English as an Additional Language by:**

- continuing those strategies used in FS, whilst moving the emphasis towards written and spoken English in preparation for SATs at the end of KS2.

## **9. Assessment**

---

- All EAL children to be registered on the school EAL list for teachers and coordinators to access the progress this group of learners is making
- The EAL Co-coordinator carries out on-going monitoring on Target Tracker of Key Targets for reading, writing, maths and science.
- The EAL coordinator closely monitors EAL pupils' progress and attainment in line with the school's Assessment Policy and appropriate support is allocated.
- The statutory assessment arrangements of the National Curriculum allow us to make "access arrangements" for children who are learning English as an additional language through appropriate scaffolding by the class teacher.
- Where necessary, class teachers are to ensure that EAL children are receiving support through focus groups directed at key targets.
- When appropriate/necessary contact will be made with the LA or curriculum helpline for specific guidance – in addition to that given in the "Assessment and Reporting Arrangements" documentation.

## **10. Cohort profiles and the school EAL register**

---

EAL pupils are registered on the whole school EAL list so that class teachers are aware of who the EAL children in their classes are. Class teachers are responsible for highlighting their EAL learners on their cohort profile, and listing any provisions in class that the EAL learner has.

Cohort profiles are updated termly via Teams by the class teacher to assess the child's language proficiency, using the DfE's language proficiency scales.

Tracking of targets and progress is monitored and reviewed every term. Parents/carers are invited to participate in the review process at parents' evening.

## **11. Parent Partnership**

---

Our school recognises the paramount importance of, and values the partnership with, parents and carers.

We aim to:

- provide a comfortable and welcoming environment where parents/carers can discuss any concerns;
- ensure shared knowledge and support via review meetings and parent evenings;
- take into account parents' knowledge, views and attitudes;
- consult with and involve parents at all stages of their child's time on the EAL register;

- provide parents with information on school policy, support and services provided by the school and the LA and their rights in the assessment process;
- provide and use information techniques that ensure communication is clear and hence effective;
- enlist the help of parents with home activities designed to reinforce work in school.

However we recognise that difficulties may arise in a minority of cases and respect the right of carers to seek independent advice and support.

## **12. Governor**

---

The Hills Academy governor with responsibility for EAL is Mr Meherwan Bozorgi.

## **13. Differentiation**

---

At The Hills Academy we ensure that appropriate activities are available by setting suitable learning challenges and responding to pupils diverse learning needs. Opportunities for extension and enrichment are built in to all our schemes of work.

Strategies for supporting pupils with particular needs are detailed in the 'Special Educational Needs Policy' 'EAL policy' and 'Curriculum Enrichment Policy'.

## **17. Equal opportunities**

---

The Hills Academy is committed to working towards equality of opportunity for all children, irrespective of race, gender, sexuality, disability or religion and social circumstances.

All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible.

We will monitor the impact of this policy to ensure that no group is adversely affected.

## **18. Inclusion**

---

There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. The Special Educational Needs and Disability Act 2010 provides a revised statutory framework for inclusion. It strengthens the right of children with SEN to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with "efficient education of other children" and there are no "reasonable steps" which the school and LEA can take to prevent that incompatibility. Alongside the act, the Disability Discrimination Act 1995 (DDA) and the Disability Equality Duty (DED), introduced into the DDA in 2005, place new duties on schools not to treat disabled pupils less favourably than others and to make "reasonable adjustments" to ensure that they are not disadvantaged. This may involve disabled pupils receiving more favourable provision.

## Amendments

Amendment Details	Made By	Date
7. Teaching and Learning	EBrown	30/6/2019
9. Assessment	E Brown	30/6/2019
10. Individual Language Profile and provision maps	E Brown	04/02/2020
12. Governor	D Ramsden	27/04/2022
10. ILP's and Provision maps changed to Cohort profiles and the school EAL register	D Ramsden	27/04/2022
9. Assessment	D Ramsden	27/04/2022
8. New to English learners	D Ramsden	27/04/2022