
THE HAMMOND – English as an Additional Language Policy

October 2012, Reviewed October 2013, November 2013, August 2014, October 2015, May 2016, May 2017, **March 2018**

Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing.

Helping Every Child to Achieve More

This policy is a whole school policy.

The Hammond seeks to draw out the best in every pupil, including academic and intellectual, social, emotional and physical, moral, psychological and spiritual. The school aims to build confidence by developing personal qualities that help to form trusting and stable relationships and encourage the making of sound moral judgements.

The guiding principles of the school's EAL Policy are to ensure that all pupils achieve. We recognise that all overseas pupils will have differing degrees of difficulty with language at some time in their school career and that provision for this need is on a continuum. We regard the pupils' self-esteem to be of vital importance to their learning and intend that pupils should not feel stigmatised by the fact that they do not have English as their first language. Teachers aim to ensure that all pupils for whom English is a second language have the chance to achieve their maximum potential.

Skills in English will be assessed prior to entry for pupils who have English as an additional language that results in limited spoken or written language. If pupils are felt to require additional support this will be arranged and agreed with parents prior to entry. All staff will be informed of pupils' specific language needs and will follow the advice of the EAL coordinator in ensuring provision and support is adapted to enable such pupils to have equal access to the curriculum at levels appropriate to their needs. Should it be felt that language may not be the only difficulty and that specific learning needs may be evident then expert linguistic assistance may be employed to assist in assessing such needs and in linking with the Learning Support Coordinator (Mrs Marion Webb) to construct a programme of support.

The role of the EAL Co-ordinator

The duties of the EAL Co-ordinator, Miss Jennifer Roscoe, Vice-Principal (Academic) fall into two categories:

1. Meeting the individual's need with regard to curriculum; liaising as necessary with boarding tutors.

The duties are set out as follows:-

- the assessment of pupils' level of language on arrival
- placement in classes appropriate to their language level, where possible
- entry to relevant EAL examinations
- ensuring colleagues have an understanding of EAL pupils' needs
- assisting with the welfare of overseas pupils' both during and outside the School day

- liaising with parents when necessary

The EAL Coordinator works with day and boarding staff and the Learning Support Coordinator to meet the needs of the individual pupil.

2. Identification assessment and review

We aim to assess a pupil's language level as soon as possible. When a new pupil arrives, tests are carried out to ascertain the pupil's level of proficiency in the four skill areas of reading, writing, listening and speaking. The pupil is then placed in a class in which any required assistance may be provided, which may separate from the timetabled academic classes. Additional EAL input will, as appropriate, be offered through one-to-one or small group classes.

The results of the initial diagnostic test are made known to all subject teachers so that they are aware of any difficulties the pupil may encounter within their classroom. Progress is monitored both informally and formally by all teachers, the EAL Coordinator and the Learning Support Coordinator.

Appropriate special arrangements in external examinations (Key Stage and GCSE/AS/A2/BTEC) will be sought for pupils for whom English is a Second Language.

Gifted and Talented pupils

We recognise that students for whom English is a second Language may well be both gifted and talented. If it is found that a student's lack of English is prohibiting a student from progressing to the best of their ability, additional EAL lessons can be provided to address the problem.

Curriculum

The School has a responsibility to ensure that each child has access to a broad and balanced curriculum and teachers have a responsibility to provide effective learning opportunities for all pupils by providing relevant and appropriately challenging work, irrespective of language skills.

Teachers are expected to:

- Set suitable learning challenges
- Respond to pupils' language needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

Those pupils who need to be withdrawn for EAL tuition may be withdrawn from mainstream English and Modern Foreign Language lessons. For all other subjects, such pupils should be taught within integrated groups, wherever possible. Pupils in the upper school attend EAL in their free periods.

Integration

The School endeavours to ensure that all pupils are fully integrated into the life of the school where safety permits.

Inset/Staff Development

Supporting overseas and pupils requiring support with English involves every person in the School. Staff should see the EAL Coordinator if they require additional training in this area.