

Hulme Hall Grammar School



EAL Policy

(English as an Additional Language)

Policy Control	
Report	EAL Policy
Approval Body	Full Governing Body
Date Reviewed	September 2023
Review Schedule	Bi Annual
Next Review due	September 2025

Purpose of the Policy

The government definition of a bilingual learner is that it refers to ‘all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages’ (DfES 2003).

Hulme Hall Grammar School aims to ensure that all EAL pupils are able:

- To use English confidently and competently
- To use English as a means of learning across the curriculum
- To ensure that EAL pupils are fully included in the life and work of the School
- To ensure that pupils whose first language is not English reach their full potential.

Objectives of the Policy

- Provide a welcoming atmosphere for newly arrived students with EAL
- To identify and assess individual pupils’ needs as soon as possible
- To acknowledge the importance of pupils’ home language and to build upon their existing skills and knowledge
- To make use of their knowledge of other languages
- To ensure parents / carers and pupils are involved in the process
- To promote a whole school responsibility towards EAL pupils
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.

Management and Administration

Whole School Approach

English as an alternative language is addressed in all faculties by subject teachers.

Pupils with language barriers may receive support through Enrichment lessons and some may receive support through designated lessons on the Lexia software.

All pupils with EAL are included in the mainstream classes. In-class support will be provided if available.

Documentation

All documentation and records are maintained by the SENCo (Special Educational Needs and Disabilities Co-ordinator) and are confidential to the parents / carers and to those members of staff associated with EAL pupils.

Partnership with Parents / Carers

We aim to work closely with parent/ carers of EAL pupils and ensure that they are encouraged to become involved in school activities.

Parents/ carers will be informed of their child's progress regularly and will be invited into school to discuss any concerns.

Procedure for working with EAL pupils

Information will be gathered about:

- The pupil's linguistic background and competence in other languages
- The pupil's previous education and schooling activities and, where appropriate, the family's biographical background
- The pupil's level of English using the Lexia assessment in comprehension, word study and grammar.

Strategies to ensure access to the curriculum:

- Initial direct teaching across the curriculum to aid acquisition of English
- Use of bi-lingual resources, e.g., dictionaries, online support, Key Words lists, writing frames, communication frameworks
- Model good spoken English
- Collaborative group work and peer support
- Enhance opportunities for speaking and listening
- In-class support (subject to funding and resources)
- Additional visual support, e.g., posters, non-verbal clues
- The use of writing frames
- Regular feedback from staff
- Access for teaching staff to ICT support materials
- Opportunity for role-play to build confidence in speaking
- Clear modelling and peer support.

Monitoring of EAL Progress

- Pupil's acquisition of English to be monitored using the EAL Scales set out by the Department for Education (2020).
- Pupil's attainment in curriculum areas to be monitored using:
 1. Discussion with subject staff
 2. Lexia progress reports (English)
 3. Pupil Progress Reports and their Annual School Report.

Funding of EAL Provision

Currently we receive no funding from the Local Authority for EAL provision. Provision for pupils with EAL is financed through school budgets, with revenue generated from tuition fees and, where appropriate, charges for Enrichment.

Resources for EAL Provision

A range of resources are used to support a pupil's linguistic development. These include differentiated work sheets, keyword lists, bi-lingual dictionaries, and computer software.



Headmaster: Mr D Grierson BA, MA (Econ)
Hulme Hall Grammar School, Beech Avenue, Stockport, SK3 8HA
Phone: 0161 485 3524
Email: secretary@hulmehallschool.org
Hulme Hall Educational Trust (Registered Charity No: 525931)

