



The Hampshire School  
C H E L S E A

## **The Hampshire School Chelsea**

### **English as an Additional Language (EAL) Policy**

This policy applies to all pupils in the school, including those in Early Years (EYFS)

Reviewed: January 2020

Reviewed by: Dr Edmonds (Head)

Next Review: July 2020

## EAL Policy

### Introduction

The Hampshire School Chelsea is committed to the welfare and education of all its children, including those who speak English as an additional language (EAL). The School recognises the additional linguistic and cultural challenges faced by these children. The School is committed to enabling these children to access the curriculum and flourish as healthy, happy, successful individuals. Cross-cultural understanding, respect and empathy are promoted across the school. The School aims to ensure that all children who speak English as an additional language are able to:

- Use English confidently and competently
- Use English as the language for learning across all subjects of the curriculum

The Hampshire School Chelsea definition of EAL is:

**An EAL learner is anyone who has difficulty accessing the curriculum, makes slower progress or does not reach their potential, due to being exposed to a language other than English during childhood and who continues to be exposed to this language in their home or community.**

### CONTEXT OF THE SCHOOL

The Hampshire School Chelsea provides for a variety of children including:

- Children who fluently speak two languages or more but English is spoken at home
- Children who fluently speak two languages or more but English is not spoken at home
- Children who join the school with developing English language skills

### INFORMATION GATHERING

Before joining the School, information is gathered about the child including their proficiency in English. Where this information indicates that the child may need support with language acquisition, an EAL assessment is made.

- It takes up to two years to develop basic interpersonal communication skills which is the level of language used for social interaction and every-day situations.
- It takes five to seven years to develop cognitive academic language proficiency. This is the level of language required to competently manipulate English and use it as a tool for learning.
- Language is best developed in meaningful contexts across the curriculum.

Teachers have a crucial role in modelling and developing language in each curriculum area.

- Progress in the curriculum is linked to progress in language acquisition.
- Competent levels of language and literacy in a child's first language enhance subsequent learning in English.
- A distinction is made between EAL and Special Educational Needs (SEN). A
- proportion of children who speak English as an additional language will also have

### STRATEGIES

Staff use the following strategies to ensure children's access to lessons:

Planning:

- Include a section in the lesson plan for key vocabulary and language objectives. Pre-teach if necessary.

#### Seating plan:

- Sit the EAL children near the front where they can see your whole face.
- Try pairing the EAL children with someone strong in your subject and do plenty of pair work. This will enable them to practise the language being used and gain confidence.
- Use visual aids:

#### Maps, pictures, objects, writing frames, body language and gestures.

- Modelling:  
What to do, how to do it, what to say and write in order to do it.
- Practice:  
Provide opportunities for children to practise language needed for the lesson and/or prep, allowing time for children to plan and rehearse answers.
- Activating Prior Knowledge:  
This makes the lesson relevant and also provides a step to the next level of learning. It can be knowledge from the child's own experience or culture, or even something from the previous lesson.

#### Making Lessons Comprehensible to EAL Children

- Speak clearly.
- Re-phrase rather than repeat.
- Monitor language used, for example, be careful of idioms.
- Check comprehension by asking children to say in their own words what they have understood.
- Allow use of bi-lingual dictionaries.
- Teach children how to ask for help.

#### Key Principles in the Early Years Foundation Stage (EYFS)

- For children joining EYFS, the child will be given time to settle into the new setting and where needed, appropriate support will be given.
- The child will be monitored to assess whether the child may also have additional needs; children in EYFS are constantly assessed.
- We understand that EAL children struggle in relation to their peers and so
- appreciate the importance of providing for their additional needs.
- While encouraging the use of English, staff appreciate the importance of the home language and the need to enable the child to express themselves through this.
- For children whose home language is not English, The School takes reasonable steps to provide opportunities for children to use their home language in play and learning.
- Where a child's grasp of English is not strong, staff will explore the child's skill in the home language to establish whether there is a cause for concern over language delay.
- All staff will be aware that children will understand considerably more language than they can use.
- Staff will take into consideration the language skills needed to access an activity and ensure that all children can access the activities.

#### Key Strategies for EAL Children in EYFS

- A natural part of the day in EYFS is the provision of lots of opportunities to take part in speaking and listening activities.
- We embed into school life the recognition that a variety of languages and cultures is to be celebrated.
- We use visual prompts alongside written language around the School; this helps all children develop their language.

- We ensure that we know key words in the child's home language to help the child settle. These include yes, no, please, thank you, help, drink, eat, toilet.
- The principals, strategies and procedures applied to early years as set out above continue to apply.
- Any children for whom speaking English as an additional language will be monitored by teaching staff as they move through the School.
- Should it become apparent that additional support is required at any stage as they move through the Pre-Prep, with the agreement of parents, they will be assessed by the Head of Inclusion.
- Following this a learning plan will be drawn up and where support is deemed
- necessary, this will be provided.

#### WHOLE SCHOOL CURRICULUM TEACHING

- Teaching staff will be aware of which children speak English as an additional
- language and all teachers have appropriate access to children's background
- information.
- All teaching staff receive regular training on the linguistic and welfare needs of EAL children.
- Teachers will plan for and differentiate according to the EAL child's individual needs.

#### EAL PROVISION AT THE PREP SCHOOL

New children who speak English as an additional language receive an initial EAL assessment to determine how much individual language support is needed outside class lessons. Individual or small group EAL lessons are provided, if needed, at a cost to parents.

#### Referral

If an EAL child is not making the progress expected of them after time has been taken for cultural adjustments (usually 6 months) he or she may also be referred by his or her Form Tutor to the Head of Inclusion. He or she may be referred if difficulties in the following areas are noticed:

- Listening – especially difficulty following instructions or hearing detailed information.
- Speaking – difficulty asking questions or giving opinions in class (whilst recognising and taking into account cultural reasons for this); difficulty in extended speaking or explaining complicated ideas; poor communication and projection.
- Writing – weak spelling, especially with irregular English spelling patterns; incorrect use of tenses; problems with sentence word order, punctuation, structuring and organising writing; lack of detail and varied vocabulary.
- Reading – inability to understand instructions; poor comprehension due to lack of vocabulary or complex grammar.
- Cultural knowledge – often indicated by poor comprehension, especially of cultural historical context; difficulties with inference; difficulties with imagery and figurative language. This can be most noticeable in subjects such as English, History, Geography and RS.
- Concentration – if a child is operating in two (and sometimes more than two)
- languages, it can be slow and tiring, and may appear as lack of effort or
- concentration.

If after a time of adjustment and EAL intervention additional Special Educational Needs are suspected, a child may be referred for Learning Support assessments.