



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 Pre-School

Reviewed: August 2022

Reviewed by: Richard Lock (Head)

Checked by: Mr Hart (Deputy Head Academic)

Next Review: July 2023

## 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.

Before joining the school, an evaluation of the child's proficiency in English is undertaken and where this indicates that the child may need support with English language acquisition, an EAL assessment is made. As a guide it may take a child up to two years to develop basic interpersonal communication skills which is the level of language used for social interaction and every-day situations. Furthermore, it may take a child 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 and teachers play a crucial role in modelling and developing language in each curriculum area. The Head of Inclusion leads the implementation of teaching strategies and interventions to support every child's English language acquisition. Should it become apparent that additional support is required at any stage as a child moves through the school, with the agreement of parents they will be assessed by the Head of Inclusion and a learning plan implemented.

In Pre-School, 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. Reasonable steps are taken 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 investigation over language delay. All staff are aware that children will understand considerably more language than they can use and will ensure that the language skills needed to access an activity are fostered.

All teaching staff receive regular training on the linguistic and welfare needs of EAL children. Teachers plan for, and differentiate provision, according to the EAL child's individual needs. All children at The Hampshire School Chelsea are provided with opportunities to take part in speaking and listening activities. Staff use visual prompts alongside written language around the school; this helps all children develop their language. Time is taken to understand the key words in the child's home language to help them settle.

## 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 to the Head of Inclusion by the Class Teacher or Form Tutor for an assessment of their abilities. Factors that may trigger an assessment include difficulties with:

- Listening – especially difficulty following instructions or hearing detailed information.
- Speaking – difficulty asking questions or expressing opinions in class (whilst recognising and taking into account cultural reasons for this); difficulty in extended speaking or explaining complex 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.
- Comprehension - difficulties with inference, imagery or figurative language.
- Concentration – if a child is operating in two (and sometimes more than two) languages, it can affect speed of learning and lead to fatigue and may not relate to a lack of effort or concentration.

If after a time of adjustment and EAL interventions, additional Special Educational Needs are suspected, a child may be referred for a learning support assessment as detailed in the SEND Policy.