



English as an Additional Language Policy

This policy is made available to all staff at Hurlingham School and to parents on request. It applies to all aspects of Hurlingham School's work, including the Early Years Foundation Stage.

1. Introduction

We are proud to be a non-selective school where all our children, including those with English as an Additional Language are provided with a safe and positive environment in which to learn. We strive to be accessible to all children; however, with the exception of French and Spanish curriculum work, all lessons (and all other communication) are given in English throughout the school. Children in this school come, in the majority, from professional families who are supportive of their children and are able to speak fluent English, even if it is not their first language and they choose to speak in their own language at home.

2. Definitions:

The following definitions are used in this document:

English as an Additional Language (EAL) refers to children whose first language is not English.

Learning Difficulties and or Disabilities (LDD) is the term applied to any pupil who has a learning difficulty which calls for special educational provision to be made.

Learning Difficulty can be applied to a pupil who has significantly greater difficulty in learning than the majority of children of the same age or has a disability that hinders him/her from making use of the educational facilities provided.

Continuing Professional Development (CPD) refers to training provided for teaching staff.

Special Education Needs and Disabilities Record (SEND Record) is a running record of provision given to any pupil in the school who requires extra or different help from that given to other children of the same age and will follow children from reception to Form VI.

Individual Education Plan (IEP) refers to an individual plan for a child detailing provision to be given and targets to be met over and above those for the other children in the class, within a set time frame.

3. Aims:

For those children who speak English as an Additional Language (EAL) we aim to provide them with an education that acknowledges diversity of ethnicity, culture and faith, ensuring that all EAL children are able to use English confidently and competently as a means of learning across the curriculum, and where appropriate, make use of their knowledge of other languages. We value and celebrate the insights into humanity that are brought to School by children from a range of cultural background and we welcome the diversity which this brings to our community. For example in Reception classes (EYFS) children can engage in Explore Time activities in both English and their home language if different. Furthermore they may respond to classroom greetings and everyday procedures in English, their home language or another modern language they are learning.

4. Background:

- Code of Practice for schools
- The Race Relations Act 1976 amended 2003
- The five principles of 'Every Child Matters' and the Children's Act 2004
- Rose Report 2009 which addresses Primary School Education: Learning and Teaching for bi-lingual children in the Primary Years (although we realise that the proposals within the Rose Report are unlikely to be implemented by the coalition government)

5. Objectives:

In order to fulfil our aims our objectives are to

- identify and assess children with EAL as early as possible
- include all EAL children whenever practicable, in all school activities with pupils who do not have EAL
- follow the Early Years Foundation Stage and National Curriculum using appropriate differentiated approaches to the attainment targets and 7+ (at Gwendolen Avenue)/ 11+ (at Putney Bridge Road) entry requirements
- monitor and keep records of all children's progress

- maintain and regularly update a register of all children with EAL
- allocate additional resources where possible and appropriate
- advise on and take advantage of the whole range of outside support services and agencies available to pupils with EAL
- encourage close links between home and school so that reinforcement will maximise the child's progress and a positive and constructive relationship with parents is developed
- give appropriate training and advice related to the education of all pupils with EAL to teaching staff as part of CPD

6. Identification and Assessment Arrangements:

These will be achieved through;

- information from previous nurseries/schools prior to entry
- any existing reports and external assessments
- baseline assessment on entry to school
- identification of needs within school, based on observations and assessments
- other later assessments and classroom assessments
- referral by teacher, parent or other concerned adult of any concerns regarding a pupil's learning or progress
- use of external assessments such as Speech and Language Therapists, Occupational Therapists or Educational Psychologists, for example

It is our aim that pupils and parents should be actively involved at all stages of the Learning Support process within the school and that there is regular monitoring of progress and performance of each individual child on the LDD register as follows:

Stage 1

- **Record of Concern:** At this stage the Form Teacher and the Head of Learning Support will set up some extra support for a pupil, either in a small group or in the classroom.

Stage 2

- **School Action:** At this stage a pupil, with the agreement of the parents, will be taken out of a timetabled lesson to receive weekly, or in some cases twice weekly, 'one to one' support at an extra cost to the parents. An IEP A SEND Record will be written by the Head of Learning Support in conjunction with the Form Teacher. A meeting will be arranged with the child's parents to discuss these arrangements.

Stage 3

- **School Action Plus:** At this stage the school will seek the advice of outside agencies to give more detailed information on a pupils particular strengths and weaknesses and to help in setting up an individual programme of support for the child. A meeting will be arranged with the child's parents to discuss these arrangements. Any assessments carried out by outside agencies may incur an additional cost to parents.
- Parents of all pupils having 'one to one' support lessons on either School Action or School Action Plus will receive a half termly Report Card stating what has been covered and what can be done at home to support and reinforce this work and a full End of Term Report.

As a result of any of the above:

- Medical records may be checked and if necessary hearing and sight tests will be suggested.
- A review date will be set to reassess the Record of Concern or IEP. The SEND Record will be reviewed termly.
- In liaison with parents, advice will be given on appropriate approaches to examinations, and transfer to senior schools.

7. English as an Additional Language, Learning Difficulties and or Disabilities and More Able Children:

A child will not be regarded as having a Learning Difficulty solely because the language or form of language of the home is different from the language in which he/she is taught, however, it is recognised that such

children may need extra support. It is also recognised that a child may demonstrate that they are More Able in certain areas of the curriculum even though they may not be fully fluent in English. Children who have EAL will be monitored when they first arrive at school by their Form Teacher. Children will be given time to adjust to lessons in English and will be given Learning Support if the need is identified. If an EAL pupil of any age is seen to be struggling with any aspect of school life, appropriate support will be put in place.

8. Roles and Responsibilities:

- **The Head of Learning Support (and SENCO) is Mrs Nesty Boyd** and she is responsible for the day to day running of English as an Additional Language and Learning Support provision in the school
- The Headmaster, through the Head of Learning Support is the appointed 'responsible' person for ensuring that the above duties are carried out and that all pupils with EAL are known by all who teach them

Date created: July 2010

Date of review: June 2017

Date of next review: June 2018