

## **HURWORTH HOUSE SCHOOL**

### **ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**



#### **Hurworth House Vision Statement:**

#### **“Inspiring for Success”**

Hurworth House is unique, we strive to bring inspiration, present endless possibilities and nurture innovation. We recognise and celebrate individuality, developing all aspects of our young people’s characters in order to fulfil their ambitions

#### **Overview**

Hurworth House School is a special day school for up to 80 boys and girls aged 5-19 years. The young people exhibit a variety of severe and complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success. Many have a number of diagnoses. Our young people have failed in, or been failed by, a variety of settings prior to their time at Hurworth House School. They often arrive very disengaged with education and life after having experienced many crises and trauma.

<b>Procedure for</b>	ENGLISH AS AN ADDITIONAL LANGUAGE POLICY		
<b>Associated Priory policy</b>	Equal Opportunities & English as an additional language	<b>Number</b>	ECS 26
<b>Associated Regulation/Standards</b>		<b>Number</b>	
<b>Unit</b>	Hurworth House School	<b>Signature (Author)</b>	Claire Blackett

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## Introduction

The term EAL (English as an Additional Language) is used to refer to young people whose main language at home is other than English.

As an independent school specifically meeting the needs of those with SEMH, with referrals made through local authority commissioning teams, this policy assumes that all young people at Hurworth House have an EHCP prior to arrival. Therefore, this policy affects all young people on roll who have EAL needs.

EAL young people, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English.

Such young people will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

No individual should receive less favourable treatment as a consequence of his or her disability, gender, sexual orientation, age, colour, ethnic origin, culture and religious beliefs or any protected characteristic.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL young people.

## Aims

To welcome and value the cultural, linguistic and educational experiences that young people with EAL bring to the School.

To implement School-wide strategies to ensure that EAL young people are supported in accessing the curriculum.

To help EAL young people to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

### **Objectives**

To be able to assess the skills and needs of young people with EAL and to provide for their needs.

To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor young people with EAL.

To monitor young people's progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.

To maintain young people's self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### **1. Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

### **2. Diversity**

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

### **3. Belonging and Cohesion**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background

This information will be used to inform planning for each child.

The EAL teaching at Hurworth House School focuses on individual pupil's needs and abilities.

### **4. Parental/Community Involvement**

At Hurworth House we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.

- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home.

As a school we recognise:

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses in language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs.

## **5. Special Educational Needs and Gifted and Talented Pupils**

The school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Language is central to the development of identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.

- Many concepts and skills depend on and benefit from well-developed home language; and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

## **6. Strategies**

There will be a positive and effective language ethos:

There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a young person's mother tongue.

Appreciating and acknowledging a young person's ability in her/his own culture is crucial for her/his self-esteem.

The language development of all young people is the responsibility of all teachers and teaching support staff.

There will be liaison between mainstream and support departments to discuss language development within the structure of the lesson.

Diversity will be valued and classrooms will be socially and intellectually inclusive.

Teachers will be knowledgeable about young people's abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and young person grouping.

Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

## **7. Teaching and Learning**

In order to ensure that we meet the needs of EAL young people, staff will:

- assess the young person's fluency level as soon as possible
- show differentiated work for EAL young people
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect young people to participate in all classroom activities / tasks
- monitor progress carefully and ensure that EAL young people are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL young people need more time to process answers and to complete
  - extended work
- allow young people to use their mother tongue to explore concepts when appropriate
- give newly arrived young people time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- group young people so that EAL young people hear good models of English
- use collaborative learning techniques
- spoken and written communication between the young people and teaching and non-teaching staff, and between the school and parents and the local community, will be positive and appropriate, including the use of young people's home languages.

## **8. Assessment**

All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival to Hurworth House School.

Progress in the acquisition of English is regularly assessed and monitored.

Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

## **9. Planning, Monitoring and Evaluation**

Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.

EAL needs are outlined in individual care and education plans.

Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

Staff regularly observe, assess and record information about pupils' developing use of language.

Interventions are set and evaluated regularly.

Language plans are set and assessed when necessary.

Teaching, pastoral and support staff have regular liaison with each other and the EAL local authority links to discuss pupil progress, needs and targets.

Ultimately, we expect that, in line with our aspirations for all young people, those with EAL support needs will succeed in line with our curriculum policy.