

OLDHAM HULME GRAMMAR SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy is applicable from EYFS through to year 13

Aims

- To ensure that we meet the full range of needs of those children who are learning English as an additional language.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To help EAL pupils to become fluent in speaking and listening, reading and writing English in order to be able to fulfil their academic potential.
- For all relevant members of staff to be aware of any pupils with EAL and their needs.
- To ensure appropriate support is provided for those pupils who have EAL enabling access to a broad and balanced education in which he/she can participate fully with his/her peers.
- To promote the individual's self-esteem.
- To encourage and enable parental support in improving children's attainment.
- To monitor pupils with EAL through target setting and evaluation.
- To ensure equality of opportunity for all applicants and pupils.

Admissions and EAL

- Oldham Hulme Grammar School is an independent, academically selective school. We welcome all children who can demonstrate through assessment their ability to access our curriculum. We do not have the facilities to offer specialised and intensive EAL tuition. However, where necessary, students are offered extra English language support in order to help them access the curriculum. All teachers are expected to support the learning of EAL students in their own class or subject area.
- We advise parents of children who have EAL requirements to discuss their child's needs with the school prior to the entrance examination so we are able to discuss the adjustments to the curriculum that can reasonably be made for their child if they become a pupil at the school.
- In exceptional circumstances, a pupil may be admitted with limited English on the understanding and agreement with parents that they will receive English tuition outside school and their curriculum may be restricted.
- Information provided by parents, the application form and the previous school regarding the pupil's EAL needs will be identified and passed to the EAL Co-ordinator.
- The EAL co-ordinator may use a range of methods in order to find out the nature and extent of an individual pupil's needs. This may include:
 - Responses to questions on the application form
 - An analysis of the child's entrance exam paper
 - Assessment in reading, writing, speaking and listening
 - Work sampling
 - Teacher's comments and observations
 - EYFS profiles, standardised assessments, CAT / MidYis / Yellis test information
 - End of year assessments
 - Input from pupils and parents
- The EAL co-ordinator will ensure that appropriate support is provided as necessary within the classroom or as additional support in small groups or individually. This support will focus on enabling access to the full curriculum.

Recording

- Records are kept on an EAL list which will include the language/s spoken and whether the child is a fluent English speaker and if there are any identified needs.
- Information is kept on Schoolbase.
- SMT and teachers are made aware of pupils on the register.

Provision

- The following strategies may be used as appropriate for the individual:
- Strategies for differentiation provided by the EAL co-ordinator
- Teaching approaches which promote language development
- Differentiated planning and teaching
- Regular formal and informal assessment and monitoring of children
- Subject specific vocabulary lists provided by departments
- Active encouragement to participate in extra-curricular activities
- Individual targets
- Mentor / buddies assigned to the student
- Access arrangements
- Acknowledging and giving status to the pupil’s skills in their own language

The school recognises that most EAL pupils needing support with their English do not have Special Educational Needs. However, should SEN be identified during assessment, EAL pupils will have equal access to school SEN provision.

The school values all cultures and languages and recognises that to achieve their full potential the academic, emotional and social needs of all pupils need to be met. Multiculturalism will be represented positively in displays, assemblies, events and schemes of work.

English as an Additional Language Policy Reviewed: April 2015

Signed: _____ Principal Date: _____

Signed: _____ Chair of Governors Date: _____

Next Review Due: April 2016