



# Hidelow Grange School

## English as an Additional Language (EAL) Policy

	Reviewed annually
<b>Written:</b> November 2024	
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<b>Role:</b> SENCo	
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*CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential*

## Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

**For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.**

## OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

## THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

## OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

## OUR VALUES AND INTENT

**Our values:**

- **Aspiration:** We encourage each other to be the best we can be
- **Curiosity:** We never stop learning and wondering about the world
- **Independence:** We think for ourselves and determine our own future
- **Innovation:** We look for new and creative solutions to problems
- **Reflection:** We learn from our experiences
- **Tolerance:** We value difference and respect other people's opinions
- **Trust:** We believe in the honesty and reliability of others

**Our Curriculum Intent:**

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

**For all learners:**

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work-related learning opportunities;
- To develop the Literacy skills, they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

## 2 EAL Policy

### Purpose

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

### Definition

In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

## Introduction

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, and helping them to achieve the highest possible standards.

## Aims and Objectives:

- The National Curriculum secures entitlement for all Individuals to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.
- The aim of this policy is to help ensure that we meet the full range of needs of those Individuals who are learning English as an additional language. This is in line with the requirements of current legislation.

We aim to raise the attainment of minority ethnic pupils by:

- assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible;
- providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- providing additional in-class and withdrawal support (if required) to these pupils;
- developing an understanding of and valuing pupils' home languages;
- using visual and auditory resources;
- assessing pupils with EAL to establish their needs and progress;
- liaising with Special Educational Needs (SEN) colleagues in identifying pupils who may additionally have SEN.

The aims of our (EAL) provision are that all students whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

## Assessment for Learning

We use QCA English scales to measure English language competence for EAL Individuals linked to the National Curriculum. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

Students who have been resident in Britain for less than two years at the time of sitting formal public examinations (e.g., GCSE, A-level) may qualify for extra time. The SENCo will submit the necessary documentation to the relevant examining bodies in this instance.

### **Identification and Assessment:**

Carers/Local Authorities (Social workers) are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside pupils should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data, including:

- NFER English and Maths tests
- CATs
- Teacher assessment
- Reading tests
- Spelling tests
- Individual pupil targets
- ICT based tracking systems
- Consultation with guardians
- Attendance and behaviour monitoring
- Accurate ethnic data

Once the pupils have been identified and assessed, the class teacher needs to work with colleagues to develop Individual Language Plans with SMART targets (ILP's). All should be aware that EAL pupils

will frequently understand what is being said, well before they have confidence enough to speak themselves.

### **Teaching and learning style:**

Teachers take action to help Individuals who are learning English as an additional language by various means:

- developing their spoken and written English by:
  - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
  - providing in class support for individuals and small groups;
  - developing appropriate resources;
  - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
  - providing a range of reading materials that highlight the different ways in which English is used;
  - encouraging Individuals to transfer their knowledge, skills and understanding of one language to another;
  - providing support within small-group intervention strategy programmes also involving non-EAL pupils;
  - providing advice and training for staff members;
  - building on Individual's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
- ensuring access to the curriculum and to assessment by:
  - using accessible texts and materials that suit Individual's ages and levels of learning;
  - providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
  - using the home or first language where appropriate.

### **Home-school links:**

These are in place to:

- Welcome social workers/ care home staff into school
- Communicate with and involve guardians in their Individual's learning
- Promote a multi-cultural understanding in school

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

### **Professional development:**

All staff are provided with opportunities for training on EAL, through the SENCo, whose responsibility it is to provide this training on a regular basis, for all staff to extend their knowledge and understanding

and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

#### **Use of ICT:**

ICT is a central resource for learning in all areas at Fenton Grange School and is used when relevant for meeting the needs of EAL pupils.

#### **Resources:**

Staff working with EAL pupils can receive training in how to use existing resources to support language development, as part of their professional development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase further resources to support.

### **Teaching and Learning**

Staff can help pupils learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary.
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another

### **Access and Support**

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Learning Support Assistant in the classroom.
- Where necessary, withdrawal support may take place.

### **Responsibilities**

#### **SENCO:**

To obtain, collate and distribute information on new pupils to relevant teacher. This includes:

- Language(s) spoken at home;
- From the previous school, information on level of English studied/used;
- Details of curriculum at previous school.
- Monitor the progress of EAL learners through existing Literacy/subject monitoring
- Provide support and advice to class teachers

#### **Teachers:**

- All involved in teaching EAL learners liaise regularly with each other
- Teachers to communicate all EAL learners' progress to the SENCO at end of each-term.
- Parents, staff, carers, social workers etc. are aware of the school's policy on pupils with EAL.



- Relevant information on pupils with EAL is passed on to all staff.
- Training in planning, teaching and assessing EAL learners is accessed.
- Challenging targets for pupils learning EAL are set and met.
- Are knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and pupil grouping.

**Monitoring progress:**

- The monitoring of pupils' progress is shared between all teachers and the SENCo.
- Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

**Supporting the EAL Policy**

**Whole school language development**

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and medium-term plans, teachers should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers (or additional adults or other children) model the key subject language needed?
3. What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

**The role of class teachers is to:**

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

**Language and literacy experiences of EAL learners:**

- Some pupils may already have good language and literacy skills in two or more languages
- Some pupils may be beginner EAL learners have never learnt to read or write in any language.
- Some pupils may have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school
- Some pupils may have SEN with language or literacy needs

All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the curriculum which is the key to academic success. As pupils progress through the school, the language and literacy demand of the curriculum

increase and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (*genres*) to meet different purposes and audiences which need to be explicitly taught.

#### **Beginner EAL learners:**

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. At Hidelow Grange School we aim for all EAL pupils to;

- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths or practical subjects where they can usually make good progress whatever their language level in English.

#### **Teaching strategies to support EAL beginners:**

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

#### **Developing language and literacy skills:**

In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

#### **Learning through talk:**

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

#### **Teaching strategies**

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner, teacher or RSW before answering
- Use additional adults to support discussion groups (RSW's)

#### **Learning from text:**

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

#### **Teaching strategies:**

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.

- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

**Learning through writing:**

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

**Teaching strategies:**

- Make sure pupils are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing.

**REVIEW**

This policy will be reviewed on an annual basis by the Head Teacher and SENCo.  
It will be due for review in **November 2024**.

**Roles & Responsibilities**

Teaching Staff	Qualifications
<b>Sam Goodchild</b> Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
<b>Charlotte James</b> DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
<b>Mark Maddock</b> 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
<b>Victoria Cooper</b> Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
<b>Juliet Smith</b> Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

## REFERENCES

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- SEND Policy