



CHELSEA
HALL SCHOOL

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Responsible Person: Headteacher (Jessica Duemler)

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Review Cycle: Every two years

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INTRODUCTION

Chelsea Hall School is owned and operated by Cavendish Education; the Proprietary Body, also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of CHS Policies that, taken together, are designed to form a comprehensive formal Statement of CHS's aspiration to provide an outstanding education for each and every one of its pupils, and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be ready alongside all of these Policies in order to get the full picture, and should be read in conjunction with other Chelsea Hall School's policies and procedures. All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that Chelsea Hall School is undertaking to ensure the implementation of its core values, our '4 Cs':

Character
Creativity
Confidence
Competence

While this current policy document may be referred to elsewhere in Chelsea Hall School documentation, including particulars of employment, it is non-contractual.

In all CHS Policies, unless the specified context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

CHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Atlantic Data (DBS)
Educare (online CPD)

Chelsea Hall School fully recognises the responsibility it has under sections 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children and young people, and expect all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping Children Safe in Education September 2022. [Keeping children safe in education 2022 - GOV.UK](#)

All staff are made aware of their duties and responsibilities under part one of this document.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School.

Chelsea Hall School's policy documents are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

AIMS

This policy sets out Chelsea Hall School's aims, objectives and strategies with regards to meeting the needs and celebrating the skills of EAL (English as an Additional language) children. All children need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For children who are learning English as an additional language, this includes recognising and valuing their home language and background.

As a school, our aims include:

- To promote equal opportunities for all pupils for whom English is an additional language.
- To deliver a broad, balanced curriculum so that the needs of children for whom English is an additional language are met.
- To ensure EAL pupils reach their full potential.
- To plan and teach lessons using learning styles most appropriate to EAL learners.
- To promote home languages across the school, whilst encouraging parents to continue communicating with their child in their home language.
- To ensure EAL children keep making steady progress.

DEFINITION

The term EAL (English as an Additional Language) is used when referring to children where the language spoken at home is not English.

Pupil's competency in English can be broken down into five different levels:

1. New to English (Beginners)

A child may:

- Use first language for learning and other purposes
- Remain silent in the classroom
- Copy/repeat some words and phrases
- Understand some everyday English expressions but have minimal or no English literacy
- A child at this stage needs significant support.

2. Early Acquisition (Beginners to intermediate)

A child may:

- Follow day-to-day social communication in English
- Begin to use spoken English for social purposes
- Understand simple instructions and follow narrative/accounts with visual support
- Develop some skills in reading and writing
- Become familiar with some subject specific vocabulary
- A child at this stage still needs a high amount of support

3. Developing Competence (Intermediate)

A child may:

- Participate in learning activities with increasing independence
- Express themselves orally in English but structural inaccuracies are still apparent
- Require ongoing support in literacy, particularly for understanding text and writing
- Follow abstract concepts and more complex written English
- A child at this stage requires support to access the curriculum fully

4. Competent (Advanced)

A child may:

- Develop oral English well, allowing successful engagement in activities across the curriculum
- Read and understand a wide variety of text
- Written English may lack complexity
- Demonstrate evidence of errors in grammatical structure
- A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

5. Fluent

- A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

TEACHING AND LEARNING

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English. Speaking in English is the skill EAL learners find the most challenging and teachers are all aware of this. Teachers always consider the needs of bilingual learners in their planning and teaching.

At Chelsea Hall School, we support EAL learners in the following ways:

- Recognising that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Ensuring that key vocabulary is repeated and understood by repeating vocabulary meanings.
- Providing a range of reading materials that highlight the different ways in which English is used.

Resources used to support EAL children in their understanding of English and their ability to access the curriculum include:

- Direct translation, if a member of staff can speak their home language, or online translators for keywords
- Visual aid, mimicking, acting out, following peer's example to support understanding
- Repetition to support acquisition of the word or phrase

ASSESSMENT

All pupils at Chelsea Hall School have an Individualised Education Program which takes into account their SEND, including EAL if applicable. Targets are set and evaluated on a half-termly basis. Pupils' progress is assessed in a way that also takes pupils' SEND into account. This means that a non-verbal child, or an EAL child with low-level proficiency in English will be assessed in a way that removes the language barrier (when possible). Specific EAL targets will also be set to ensure the child makes progress in their acquisition of English. Those will also be supported through Speech and Language Therapy sessions, which every pupil at Chelsea Hall School receives.