



HORRIS HILL

FOUNDED 1888

English as Additional Language (EAL) Policy

Policy reviewed:	February 2019
Policy approval:	Reviewed by Policy Audit Committee February 2019 Approved by Full Governing Board February 2019
Date of next review:	February 2020

Horris Hill recognises and addresses the needs of EAL pupils as it recognises the specific needs of all pupils. Those children who join the school where English is not their first language, will be supported in their key skills in order to improve their level of English and access the full curriculum as soon as possible. They will also receive pastoral support from their tutors to assist their integration into the School. The area of EAL is addressed by all curriculum areas, but primarily by the EAL department. Horris Hill recognises that :

- Pupils with EAL should have access to the curriculum as quickly as possible
- Pupils with EAL should have opportunities to hear and read good models of English
- EAL pupils should have plentiful opportunities to extend their knowledge and use of English, both written and spoken
- EAL pupils should be exposed to both visual and auditory resources
- Teachers should be consistently assessing pupils with EAL to establish their needs and progress
- Teachers should be liaising with colleagues in identifying pupils who may have additional learning requirements to improve their English
- Not all EAL boys require learning support lessons.

EAL pupils are identified on entry by assessment.

Those requiring EAL lessons have one-to-one lessons with an EAL member of staff. The timetable for these lessons will be established after the boy starts so that academic staff can see what priorities are required; EAL lessons necessitate the missing of other timetabled teaching periods. The cost for such lessons is an additional charge.

The need for, and frequency of, EAL lessons is regularly reviewed by Jane Chatfield, Head of EAL Liaison.

Horris Hill keeps a register of EAL pupils.