



Independent School for Girls Aged 2 to 18
and Boys Aged 2 to 11

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Siobhan Scully/ Kate Enright

Governor Committee Review: Education

Review Cycle: Triennial

Relevant policies

Equality, Diversity and Inclusion Policy;
Admissions Policy
SEND Policy

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1. Aims

- a. This is the policy on English as an Additional Language at Harrogate Ladies' College (**School**) including Highfield Pre-School, Highfield Prep School and Harrogate Ladies' College.
- b. The aims of this policy are as follows:
 - i. to promote good practice in the education and management of students with English as an additional Language (**EAL**) to allow them to participate in the full range of school life and activities, and to succeed to their individual potential;
 - ii. to explain the support the School can provide for children who have EAL and the co-operation needed from parents for it to do so;
 - iii. to actively promote the well-being of pupils.
 - iv. to reflect through the whole-school ethos the value placed on diversity and the respect accorded to all individuals;
 - v. to support EAL needs as a collective, whole-school responsibility, believing that all teachers are teachers of pupils with individual needs.

2. Scope and application

- a. This policy applies to the whole School, including the Early Years Foundation Stage (**EYFS**).

3. Regulatory framework

- a. This policy has been prepared to meet the School's responsibilities under the:
 - i. Education (Independent School Standards) (England) Regulations 2014;
 - i. *Statutory framework for the Early Years Foundation Stage* (DfE, Sept. 2023);
 - ii. Education and Skills Act 2008;
 - iii. Children Act 1989;
 - iv. Data Protection Act 2018 and General Data Protection Regulation (GDPR);
 - v. Equality Act 2010; and
 - vi. Children and Families Act 2014.
- b. The School policies, procedures and resource materials that are relevant to this policy are mentioned on the front cover

4. Publication and availability

- a. This policy is published on the School website.
 - i. This policy is available in hard copy on request.

- ii. A copy of the policy is available for inspection from the School office during the School day.
- b. This policy can be made available in large print or other accessible format if required.

5. Definitions

- a. Where the following words or phrases are used in this policy:
 - i. References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.
 - ii. References to **Head** are references to the relevant Head of Highfield or to the Principal of Harrogate Ladies' College.
 - iii. References to the Head of EAL are references to Anna Czebiolko
 - iv. References to **Parents** include guardians as well.
 - v. The Department for Education (DfE) records a pupil as using EAL if 'they are exposed to a language at home that is known or believed to be other than English'. A pupil will not be regarded as having a learning difficulty solely because the *language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home*. (Section 20 (4) Children and Families Act 2014). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.

6. Strategies

In our EYFS staff, will identify children who may need additional support with EAL. As with all EYFS education, staff will use objects, pictures and signs as a means of communication. If a child is presenting with EAL as a barrier to their learning staff will seek advice from the College EAL department.

In Highfield Prep, staff will identify children who may need additional support with EAL. Staff will liaise with the Head of EAL in College to ensure that needs are being met and adapt learning in class as appropriate.

- a. Pupils with EAL will be assessed on their arrival to the School to identify the initial level of provision required. Additional tuition in English may be provided, at an additional cost until the pupil is integrated into the mainstream curriculum.
- b. All Schools will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.

- c. Pupils who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required.
- d. All pupils who receive EAL or IELTS lessons will have a PIIP (Pupil Individual Integration Plan) which outlines their strengths, areas for development, interests and contains baseline data. The PIIP is produced by the EAL department alongside the pupil, English teacher and Housemistress. The EAL department update the pupils PIIPs termly and they are shared with relevant teaching and boarding staff.
- e. College EAL pupils at KS3 and KS4 will receive 2 x 35 minutes lessons per week, with qualified EAL teachers at an additional cost.
- f. In the Sixth Form, the EAL pupils will receive a minimum of 2 x 35 minutes lessons per week if they have not attained GCSE English, from qualified IELTS/EAL teachers at an additional cost.
- g. It may be possible that a language deficit is identified after the initial assessment, where the girl has difficulty in managing the mainstream curriculum. In this case, the matter is referred to the Heads of School, Heads of Department and also to the Head of EAL. If there is an apparent problem, the parents/guardians are informed and a letter of recommendation for further EAL support classes is issued.
- h. Sixth Form pupils who are identified as having an EAL deficit may receive extra IELTS support classes or 1 to 1 support, after their parents/guardians are informed and permission has been given. The Sixth Form EAL pupils are encouraged to ensure that they have a minimum IELTS score of 6.5 overall, with level 6.0 minimum in the four domains. Some students achieve this, however, they may stay in lessons if their university of choice requires a higher score.
- i. The School (2-18) will ensure that:
 - i. All involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff.
 - ii. Training in planning, teaching and assessing EAL pupils is available to staff.
 - iii. The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.
- j. All teaching staff can assist by:
 - i. Being knowledgeable about pupils' abilities and needs in English and other subjects.
 - ii. Using this knowledge effectively in curriculum planning, classroom teaching and grouping.

- iii. Ensuring the pupil's name is pronounced correctly and that he or she is included as much as possible.
- k. Any concerns about the wellbeing of a pupil with EAL should be referred to the Head of EAL.
- l. If the School has reason to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the sections in the Special Educational Needs Policy (ensuring that assessment take place in their first language where appropriate).
- m. The School Policy is that the pupils will be charged for the EAL and IELTS lessons that they receive. These charges are based on the number of students in a group, and the length of the teaching period.
- n. Lessons delivered by a Teacher

7. EAL and IELTS charges

Lessons given by a Teacher

Individual lesson (35 minutes)	£35
Group lesson 2-5 pupils (70 minutes)	£35
Group lesson 6-10 pupils (70 minutes)	£25

Lessons given by an HLTA

Individual lesson (35 minutes)	£21
Group lesson (35 minutes)	£12

8. External teaching

- a. In College parents may opt for additional specialist teaching outside the School, provided that the Deputy Head is satisfied with your child's safety and travel arrangements and also that the additional specialist teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the School.

9. Examinations

- a. There is not a requirement to process an application for a bilingual translation dictionary (without 25% extra time) using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes. For the regulations on the use of a bilingual dictionary including those subjects where a bilingual dictionary is not

permitted, please see the JCQ document Instructions for conducting examinations:
<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

- b. The Head of EAL must determine the needs of the individual candidate. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. Very few bilingual translation dictionary users will need to have 25% extra time.

10. Information-sharing and parent involvement

- a. New Parents are asked to complete a parent questionnaire to gather key background information which may be relevant and to provide copies of any report or recommendations which have been made in relation to EAL at their child's previous school or elsewhere within the last 12 months. Confidential information of this kind will only be shared within the School on a "need to know" basis.
- b. The School will do all that is reasonable to report and consult with parents about their child's EAL needs and to ensure that teachers are given any necessary information about a child's EAL needs and that teaching practices are appropriate.
- c. Parents should notify the School immediately if their child's progress or behaviour causes concern so that the School can devise and agree a strategy with the parents.

11. Version control

Date of last review of this policy	Sept 2023
Date for next review of this policy	September 2024
Policy owner (CSLT)	Head of Teaching and Learning
Policy owner (Board of Governors)	Dame Francine Holroyd