



QUORN HALL  
SCHOOL

# Pupils with EAL Policy

**Person Responsible:** Headteacher

**Last reviewed on:** September 2020

**Next review due by:** September 2023

**Created:** April 2012 (Gretton)

**Revisions:** Tri-Annually

Quorn Hall School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** - We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** - We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** - Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** - Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give students options, voice, and choice in order to enable them to be creative.
- **Competence** - In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** - Develop resilience so they see failures or negative situations as a learning opportunity by implementing growth mindset approach.
- **Compassion** - For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** - To overtly demonstrate to pupils that adults do care about them and their futures - every day is a fresh start.

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

Within the school's policies, unless the specific 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.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR (HR)
- Peninsula BusinessSafe (Health and Safety)
- Due Diligence Checking (DBS)
- Educare (online CPD)
- National College (online CPD)
- School Pro (Data Protection)
- Neotas (Online searches / Social Media checks)

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects 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 Quorn Hall School.

The policy documents of Quorn Hall School 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.

*This Policy and the Procedures apply to all staff, including senior leaders, paid staff, volunteers and sessional workers, agency staff, pupils and anyone working on behalf of Quorn Hall School, parents/carers, external agencies and members of the public.*

## **Introduction**

Quorn Hall School is an independent school for pupils with SEMH and all pupils admitted to the school have a EHC Plan. Special educational needs are addressed by all the staff in the school (See SEND policy). Speaking English as an additional language is not in itself a Special Educational Need or sign of a learning disability; "Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught." SEN Code of Practice (DfES, 2001)

We:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Show awareness that our school culture and environment (Eg teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs, including access to interventions
- Are aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).

We have access to an experienced Educational Psychologist who assesses pupils to ensure that we identify and provide the necessary support to enable all pupils to reach their full potential.

It is important that pupils learning English as an Additional Language (EAL) should receive their full entitlement to the broad, balanced and individually tailored curriculum reflecting the Independent School Standards. When organising additional support it is very important that we provide pupils with English as an Additional Language with a broad and balanced curriculum with regular access to all subjects and areas of learning. If they require additional input in English, we are careful about ensuring that they do not always miss out on the same social or academic subject to facilitate this.

For pupils who may have communication difficulties, the added problem of learning EAL increases their needs. All pupils have EHC Plans or Statements of Special Educational Needs from which regular Individual Education Plans (IEPs) are developed. Should any pupil with EAL require any further support it will be reflected in their EHC Plan or statement and IEP. This may require us to arrange for the pupil's first language to be spoken and

experienced as part of their individual education plan. If we do not have any members of staff sufficiently able or confident to speak the appropriate language then we encourage family members or suitably vetted visitors to assist with bilingual support by providing taped recordings, telephone conversations and actual contact.

### **Annual Reviews of EHCP Plans**

Quorn Hall School is a specialist provision. All pupils are assessed as part of the Admission process and on-going assessment takes place throughout the year; we can also call on the support of an Educational Psychologist if we believe that a child's Education Health and Care Plan does not accurately reflect their needs e.g. if having EAL has led to an underestimation of their cognitive capacity or has led people to overlook specific learning disabilities such as dyslexia. We work closely with parents and professionals to ensure that the EHCP reflects the child's needs and the provision required to ensure they achieve their full potential.

For pupils who may also have communication difficulties e.g. as part of their Autism Spectrum Condition, the added problem of learning EAL may increase their needs. All pupils have EHC Plans or Statements of Special Educational Needs from which regular Individual Education Plans (IEPs) are devised and updated at least three times per year. Should any pupil with EAL require any further support it will be reflected in their EHC Plan or statement and IEP.

This may require us to arrange for the pupil's first language to be spoken and experienced as part of their individual education plan. If we do not have any members of staff sufficiently able or confident to speak the appropriate language then we encourage family members or suitably vetted visitors to assist with bilingual support by providing taped recordings, telephone conversations and actual contact.