

English as an Additional Language (EAL) Policy

DEFINITION:

English as an Additional Language is taught to pupils who do not have English as their first language.

STATEMENT:

This policy applies to the inclusion of pupils across the school from, and including, the Early Years Foundation Stage (EYFS) to the Sixth Form, whilst recognising that the teaching given by the EAL department is focused upon EAL pupils within the Senior School, aged 11-19 years.

The School is committed to making appropriate provision for the teaching of pupils for whom English is an additional language, including individual access to learning resources. The EAL department will identify an individual pupil's needs at the earliest opportunity, recognise each individual's skills which they bring to the School and strive to ensure equality of access to the academic curriculum and co-curricular programme.

Whilst the EAL and Special Educational Needs and Disability (SEND) departments are distinctly separate, the School recognises that pupils with EAL have individual needs. Some pupils with EAL may have special educational needs. Some function above expected levels in a particular area. Accordingly, the EAL Policy does need to be read in conjunction with the SEND Policy, High Achievers Policy and Gifted and Talented Policy.

AIMS OF THE SCHOOL:

- To encourage pupils to be hardworking and active.
- To encourage self-discipline, good manners and respect for others.
- To give pupils of all abilities opportunities to earn the highest possible academic awards and a chance to succeed at a level compatible with their ability.
- To develop maturity, skills and self-confidence to enable pupils to make a worthwhile contribution to society when they leave school.
- To uphold equality of opportunity for all our pupils irrespective of sex, race, colour, religion and culture.
- To provide a disciplined environment with an atmosphere which is sympathetic, understanding, stimulating and challenging.
- To provide pupils with personal attention and interest, effective teaching, a sense of security, opportunities, encouragement and the freedom to be individuals.
- To make use of their knowledge of other languages, where appropriate
- To develop an understanding of the fundamental British values

More specifically, the aim of the EAL Department is to teach English to pupils with EAL and help them reach a level with which they can

- successfully follow their courses in other subjects
- integrate fully into the life of the school, using English confidently and competently
- prepare for GCSE, A level and BTEC assessments and EAL examinations.

SENIOR SCHOOL

New pupils are assessed by the School Admissions Department before they join the school, during the normal process of recruitment. They are then re-assessed by the Head of EAL as soon as they arrive, using a multiple choice placement test, a writing task and, wherever possible, an interview.

EAL pupils subsequently follow the school curriculum pertinent to their year group. Should their level of comprehension and communication in English be deemed good enough by the EAL department they will not receive formal EAL lessons and may choose to study a Modern Foreign language (MFL) or alternative option subject. Those pupils who do require timetabled EAL lessons will do so instead of studying a MFL. EAL pupils may receive further EAL timetabled lessons as one of their option choices in Year 10 and 11 (from an option block, alongside Modern Foreign Languages). It remains possible for such pupils still to choose a Modern Foreign Language as a further GCSE/ IGCSE option. EAL pupils in Year 12 and 13 may receive EAL timetabled lessons as one of their option choices.

In Year 10, incorporating those EAL pupils who arrive to start their career at the school at this point in time as well as those who are already at the school, a decision is made as to whether an EAL pupil should follow the standard Year 10 and Year 11 English Language and Literature courses. These are currently the Edexcel IGCSE awards for both subjects. Alternatively, they may study English Language only. This latter group is a small class, usually comprising between 10-14 pupils, who are taught within the English Department by an EAL qualified teacher.

All pupils taking EAL lessons will also sit the CIE IGCSE English as a Second Language (Extended Curriculum) qualification at the end of Year 11, in addition to the above qualifications.

Pupils in Year 12 also undertake four more placement tests to assess grammar, listening and vocabulary skills in more detail. In addition to this, EAL pupils sit a rigorous Maths test and are also tested as to their ability to compose a fluent prose response in their home language. All this information is fed back to the Headmaster and Heads of Department (HoDs) as soon as possible at the beginning of September. A Level choices are then determined, in discussion with each individual EAL pupil, on the basis of the results of these tests.

All pupils receiving EAL tuition study the grammatical and lexical systems of English and practise the skills of listening, reading, writing and speaking. The EAL department aims to teach the pupils to speak and write accurately, clearly and confidently in an appropriate style for a given context.

Support is also given with specific areas of vocabulary for subjects such as Business Studies and Science, but not limited to these. The EAL department liaises closely with the other departments in order to provide this support. The EAL teachers are always ready to help with other subjects whenever necessary and the EAL schemes of work are flexible in this respect.

In Year 12, pupils requiring an English qualification to enter a British university take the University of Cambridge/British Council IELTS Academic Module.

All EAL timetabled classes are taught in small groups. Individual and group tuition also occurs outside timetabled lessons.

Pupils will continue to receive EAL tuition for as long as their EAL teacher, academic tutor and subject teachers deem it necessary. There is no additional cost for EAL tuition, but parents may be advised to seek additional support outside school at a known provider in order to raise the level of English to the required standard. This will incur a cost.

In accordance with our SEND policy, all EAL pupils will have ILPs (Individual Learning Plans) made available to teaching and pastoral staff (These plans are created throughout the Autumn Term each year).

The plans will be written by the department and will give details of the pupil's individual educational need(s) as well as offer guidance and strategies to help in the teaching of the pupil.

JUNIOR SCHOOL

The Head of Learning Enrichment within the Junior School manages the enrichment of learning for pupils for whom English is an Additional Language, across the 3-11 age phase including the Early Years Foundation Stage.

New pupils are assessed during the normal process of recruitment and, once a level of literacy (including the pupil's level of confidence in expressive and receptive spoken English and communicational skills) has been established, the decision to allow entry into the school will be made in line with our Admissions and Entrance Policy. Any child whose level of English would require support above and beyond that normally provided in the classroom will be identified at the earliest opportunity. These children can receive additional EAL support within school at no additional cost and/or parents will be advised to seek additional support outside school in order to raise the level of English to the required standard. The Junior School can supply parents with details of known providers who would provide the extra support required; these sessions may incur a cost.

Each pupil will have an Individual Learning Plan that will be created, implemented and reviewed twice termly, in partnership between pupils, parents and teachers. These plans will give details of the pupil's individual need(s) as well as offer guidance and strategies to facilitate learning.

All planning and provision for pupils with EAL recognises that as individual learners, they may have special educational needs and disabilities and / or be high achievers in one or more areas.

We are aware that a difficulty comprehending or expressing themselves in a language, other than their own, has the potential to mask cognitive or creative ability. Accordingly, we take all reasonable steps to enable access to learning at individual levels.

Reviewed	Summer 2015
Reviewed by	Maria Latessa, David Selby, Graham Moseley and James Thompson
Reviewed	October 2016
Reviewed by	Alex Sternfeld, Graham Moseley
Reviewed	April 2017
Reviewed by	Alex Sternfeld, David Selby and Jane Burton
Reviewed and approved by EWC	May 2017
Reviewed	March 2018
Reviewed by	Henriette Dijksterhuis, Varun Footring, Alex Sternfeld, David Selby and Jane Burton
Reviewed and approved by EWC	May 2018
Reviewed and approved by Board	June 2018
Reviewed	May 2019
Reviewed by	Henriette Smith, Alex Sternfeld, David Selby and Jane Burton
Reviewed and approved by EWC	May 2019
Reviewed and approved by Board	June 2019
Reviewed by	Alex Sternfeld, David Selby, Henriette Smith, John Evans
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Reviewed by	Alex Sternfeld, Nikki Snelgrove November 2021

