

STUDENTS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

1. Policy Statement

Sir William Perkins's School (SWPS), in line with the Independent Schools Standards Regulations ((ISSRs) Part 1/Paragraph 2) is committed to ensuring that the aptitude and needs of all students within the school are catered for, including those for whom English is an Additional Language (EAL).

The definition of an EAL student does not imply any particular level of fluency and includes a wide range of learners from new arrivals who may have little or no English, or who may use a very different form of English, such as Nigerian Standard English, to learners who were born in the UK and speak fluent English as well as another language. A student will NOT be regarded as having a learning difficulty solely because the language of the home is different from the language in which they are taught.

In using the term EAL in this policy, the school has adopted the following definitions based on the [Secondary National Strategy for EAL \(Ofsted\)](#):

- **A learner of English as an additional language (EAL)** is a student whose first language is other than English, with 'first language' referring to the language to which a child is initially exposed during early development and continues to use in their home and community. If a child acquired English after early development, then English is not their first language, no matter how proficient in it they become.
- **Advanced Learners of EAL** are students who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.

According to these definitions most, if not all, our EAL students at SWPS would be categorised as Advanced Learners.

This policy should be read in conjunction with the following school documents:

- Admissions Policy
- Curriculum Policy
- Teaching and Learning Policy
- Students with SEND Policy

SWPS is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy.

2. Aims and objectives

The School recognises that high quality teaching, differentiated for individual students, is an important step in responding to the needs of students with EAL. Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching and learning for all students, including those at risk of underachievement for any reason, is

regularly reviewed and is informed by appropriate INSET and sharing good practice. This helps to ensure that teachers have a good understanding of strategies to support EAL students.

In terms of effective teaching of EAL learners, the key principles are the same whatever the level of the learner is, so many techniques and resources are suitable for quite a wide range of levels of English acquisition, whether they are beginner, intermediate or advanced learners.

The school's aim is to offer support that is predominantly universal, but is also targeted and specialist where necessary:

Universal: High quality teaching, differentiated for individual students

Targeted: Evidenced based interventions often in small groupings

Specialist: Expert advice and teaching often on a 1:1 basis

3. Key Personnel

Members of the Personalised Learning department work with EAL students.

4. Admissions

Sir William Perkins's School is a selective academic school with admission by examination. EAL students who take the entrance examination are admitted to our School according to the same criteria as other students if admission is compatible with:

- i. the provision of appropriate education for the student concerned
- ii. the provision of efficient education for the students with whom they will be educated
- iii. the efficient use of resources

Parents/carers of EAL students wishing to gain entry to the School via entrance examination are encouraged to contact the school well in advance of the examination to discuss any requests for appropriate accommodation of their needs arising from having English as an Additional Language.

5. Identification of EAL students

Students with EAL may be identified through the admissions process and a member of the Personalised Learning department may follow up with parents/carers in the Autumn term to gain further information about languages spoken and levels of fluency. The Head of Personalised Learning will also review the initial Year 7 screening to identify any EAL students who may need monitoring at this early stage.

The Head of Personalised Learning monitors students' progress through milestone data, subject enquiries and reports, and may also carry out annual review meetings with targeted students as required.

In addition, any teacher with a concern about the progress of a student because of having English as an Additional Language should bring it to the attention, either verbally or via CPOMS, of the student's Head of Year or the Deputy Head (Pastoral).

Wider feedback may be sought from all the student's teachers and the Head of Personalised Learning will undertake the necessary follow up for example by assessing the student's language skills and discussing the best way forward with the student and their parents/carers.

6. Provision for EAL students

The Head of Personalised Learning will ensure that any student with EAL who is identified as requiring additional support to access the curriculum is provided with appropriate

interventions in small groups or 1:1. Such interventions will be for a defined period (and not more than half a term) after which a review will take place. Any further sessions deemed necessary by the school, and in consultation with the parents/carers, may incur an additional charge.

Whole school or departmental INSET for staff is also provided from time to time to share best practice in supporting EAL students.

7. Resources

Various resources relating to supporting EAL students are available to staff via the Personalised Learning Department.

8. Monitoring and Review

The Governing Body is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so.

This policy document will be reviewed and updated annually by the Deputy Head (Pastoral) or as events or legislation requires.

Next scheduled review date: December 2023 Last reviewed: December 2022	
Key updates in this version:	<ul style="list-style-type: none">• Minor grammatical changes• Updates to personnel and process to reflect current practice• Updates to branding