

## THE KING'S SCHOOL IN MACCLESFIELD



### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY (FOUNDATION)

#### Introduction

It is the policy of The King's School that all pupils should have access to all areas of the school's curriculum and be given opportunities to achieve their full academic potential. We therefore provide support for pupils who have a home language other than English to enable them to do so. Lack of English does not equate to a lack of knowledge, skills or understanding and having a home language other than English is not considered a learning difficulty (although EAL pupils may also have special educational needs). All teachers share the responsibility for the language development of EAL pupils, since all participate in the teaching of English as well as in the teaching of their own subject area.

#### Entry assessment

EAL applicants are subject to the same admissions procedures as other applicants and the entrance examination papers are in English. An applicant with EAL needs is identified at the admissions stage by a question on the application form asking parents to state the language normally spoken at home. At the admissions interview, we will then seek to discover the pupil's strengths, qualities and skills, which may not be reflected in their performance in the entrance examination, particularly where there is a significant language barrier. The need for any EAL support for a successful applicant will be identified at this stage; the level required will be decided through discussion between the Deputy Head (Academic), the Principal of the relevant Division and the Head of Learning Support.

#### Supporting Language Acquisition

The King's School will involve the EAL pupil and their parents at every stage in creating a support strategy for them. Each case will be judged on its own merits and specific action, matched to individual needs, will be provided. In the first instance, this will involve providing a range of opportunities for him or her to engage in English speaking and listening activities, with peers and with adults. In our approach to supporting EAL pupils in the classroom we:

- Ensure that classrooms are arranged to be socially and culturally inclusive;
- Recognise the pupil's mother tongue and promote this within the learning environment;
- Acknowledge that it takes time to become fluent in an additional language and allow additional time for pupils to respond and participate;
- Monitor progress carefully to ensure that tasks are appropriately challenging and meet the needs of the pupil.

Where it is felt necessary, however, a pupil may also be withdrawn from certain lessons to receive extra support from the Learning Support department. All staff teaching an EAL pupil will be made aware of their needs by the pupil's Head of Year, to allow them to make provision in their lessons by using concrete and visual materials, allowing group work with fluent English speakers and providing differentiated activities and tasks. Parental involvement is also key to meeting the needs of EAL pupils and discussions with parents will be held at regular intervals in order to set up and monitor a support strategy for each pupil.

### **MONITORING AND COMMUNICATION**

A register of need is maintained centrally by Learning Support and all teaching staff are made aware of EAL pupils so that provision can be made for them. Form Teachers liaise with the Learning Support team and also Teaching Assistants to discuss progress, next steps and teaching strategies. Form Teachers also liaise with specialist staff to ensure a continuity of approach

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