



## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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### Introduction

This policy sets out the college's aims, objectives and strategies with regard to the needs and skills of pupils with English as an Additional Language (EAL).

This policy relates to all sections and activities of the school, e.g. the Senior School, the Primary School (including EYFS), wrap around care, offsite activities and school run holiday activities or clubs.

### Aims and Objectives

- To ensure that pupils with EAL have access to a broad, balanced and relevant curriculum
- To assist pupils with EAL to achieve their potential both in the classroom and through additional EAL support where appropriate
- To involve parents of pupils with EAL in decisions involving their son or daughter
- To ensure that pupils use English confidently and competently

### Identification and Initial Assessment

EAL is usually identified during the admission process. The level of EAL need will be assessed using the OUP Online Placement Test and/or a CEFR A1-C2 placement paper test.

### Records

All staff have access to the necessary information for pupils on the EAL Register. The register and teacher information are available to staff in the common area of Staff Notes. Staff are expected to have examined these records for pupils whom they teach and implement the recommended strategies in the classroom.

Pupils are categorised against the following grading criteria:

- New to English
- Early Acquisition
- Developing Confidence
- Competent

- Fluent
- Not yet assessed

## **Provision**

Levels of provision depends upon the age and circumstances of the pupil, but the following outlines our general guide:

### *New to English and Early Acquisition*

- In class EAL support where appropriate, such as one-to-one LSA-support in Primary, bilingual dictionaries or translators
- EAL support during withdrawal lessons
- Differentiated learning opportunities, likely including a modified curriculum
- Regular, individualised monitoring of the pupil's progress by the class teacher, withdrawal lesson teacher, SENCo and Head of Phase/Director of Studies

### *Developing Confidence and Competent*

- Differentiated learning opportunities (which may include a modified curriculum) and monitoring of the pupil's progress by the class teacher, SENCo and Director of Studies through the school reporting system

### *Fluent*

- Direction towards extension opportunities, such as the UKLO competition and language lunchtime clubs

## **Roles and Responsibilities**

### *Head of Learning Support (SENCo)*

- Organise EAL withdrawal support lessons and EAL in class support
- Provide information on pupils with EAL to relevant members of staff
- Liaise with parents and involve them in decision making
- Liaise with the Registrar regarding entrance examination procedures, advising on appropriate tests where necessary
- Monitor EAL pupils' progress through regular discussion with class teachers, LSAs and/or intervention teachers

### *Exams Access Arrangements Coordinator*

- Ensure that suitable examination arrangements are made in conjunction with the Examinations Officer as and when necessary

### *Director of Studies, supported by the Heads of Phase*

- Oversee delivery of training to staff to help classroom teachers make provision for EAL pupils through classroom differentiation and support
- Oversee the assignment of EAL pupils to classes, streams and sets
- Oversee decisions on modifying a pupil's curriculum
- Oversee EAL pupils' academic attainment through tracking, intervention and reporting
- Oversee entries to external EAL examinations

### **Classroom Strategies**

Good practice in teaching pupils with EAL will be reviewed periodically during staff training events. In particular, classroom teachers will be encouraged to provide the following:

- Visuals and multi-sensory resources
- Word banks
- Chunked and reinforced information
- Structured opportunities for pupil speaking and listening
- Writing scaffolds and adapted tasks

### **Timetabling**

Pupils may require additional resources and differentiation in order to ensure progress. However, they should be integrated as fully as possible, both socially and educationally into the life of the school, and on the whole their needs should be met within the classroom environment, particularly in the Primary school.

When support is needed in a withdrawal situation in the Senior school, the first priority is to ensure that all pupils follow the core curriculum. The extent of other subjects taken will depend on their ability in English and for pupils at an early stage of the language acquisition it may be necessary to participate in targeted EAL lessons. As their English improves, the number of subjects taken may be expanded. Their individual preferences and strengths are taken into account in addition to the advice of the SENCo, Director of Studies and subject staff alongside parental requests.

### **Assessment**

- If the pupil is in receipt of targeted EAL lessons, Linguascope English as Foreign Language assessment resources will be used to track their progress.
- All pupils should be enabled to demonstrate what they know in tests and exams. For internal exams in Years 7/8/9, decisions about extra time and dictionary use will be based according to pupils' individual needs as established by the SENCo. For public exams, access arrangements will be made according to the JCQ regulations.
- GCSE options will be carefully tailored to the pupil's need. Entry level English or the IGCSE English as a Second Language course may be appropriate in place of GCSE English Language/English Literature.
- Where possible and appropriate, the school will provide opportunities for EAL pupils to take an additional GCSE examination in their home/first language.

## **SEND and More Able**

Should SEND be identified, EAL pupils will have equal access to school SEND provision. Staff are encouraged to pay attention to the possibility of unrecognised SEND needs as separate to EAL needs, considering, for example, the following as signs to refer the pupil to the SENCo for assessment:

- Lack of progress despite targeted support
- Persistent learning difficulties that are not solely linked to their level of English proficiency
- Poor retention and memory
- Delayed social and communication skills
- Behavioural or emotional challenges
- Fine or gross motor skill delays
- Sensory processing issues
- Difficulty following non-verbal cues

EAL pupils may be more able and on our More Able Register even though they may not be fully fluent in English.