



### English as an Additional Language (EAL) Policy

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<b>Related external documents:</b>	Adjustments for candidates with disabilities and learning difficulties, JCQ, with effect from 1st September to 31 August 2024.

## Purpose

The purpose of this policy is to ensure that those pupils for whom English is not their first language:

- get the support they need so that they can fully access the curriculum;
- gain the necessary qualifications in English Language to enable them to move to the next stage beyond school;
- do not suffer discrimination, unkindness or any behaviour of a bullying type because of their need for EAL support.

The success criteria for this policy are:

- EAL pupils are able to enjoy all aspects of life at School, in lessons, in House and in activities and games;
- educational outcomes for EAL pupils are in line with their peers.

## The School Profile

The School admits a number of pupils each year for whom English is not their first language. It may not even be their second language.

Many of our overseas pupils have no need of assistance with their English. But at any one time there are typically about ten pupils in the lower school and two in the upper school receiving help on a regular basis, plus a few others in the Sixth Form who seek help from time to time.

Although the Governing Body does not set parameters for the number of overseas pupils admitted each year, there is an explicit requirement from the Governing Body that there should not be a preponderance of any single nationality within this group and an expectation that there will be at least thirty nationalities represented in the School.

The School usually asks all pupils who do not have English as their first language to take the UKiset online tests for screening purposes, prior to being invited to apply. Tests can be organised in centres around the world and details are on the UKiset website: [www.ukiset.com](http://www.ukiset.com). Pupils who are studying at British curriculum International Schools may be exempt for taking the UKiset tests – any queries should be directed to the Registry.

On application, overseas pupils go through the normal entrance procedure. They also sit our own English Language assessment test and are all interviewed by the Head of EAL to ensure that they will be able to succeed at the School.

## The Nature of Our Provision

There is a designated Head of EAL; this role is equivalent to half a full teaching load, and is undertaken alongside other teaching roles in the School.

Lower School pupils tend to have EAL instead of one of their mainstream subjects, usually a classical or modern foreign language, so they have up to three hours a week of timetabled

tuition. The main aim is to help these pupils to pass their GCSE in English Language in the Fifth Form. There are a small number of Sixth Formers who take the IELTS examination each year (International English Language Testing System). A score of 6.5 or 7.0 out of 9 allows pupils without a GCSE in English Language to enter a British university. Sixth form pupils have EAL lessons in their study periods. Much of the support is geared directly towards helping them with their Sixth Form subjects.

There is no additional charge for EAL support.

### Support for EAL Pupils in the Classroom

In line with our SEND Policy, all teachers are expected to teach the pupils in front of them, and make reasonable adjustments for those for whom English is not their first language.

There is an indicator on the School Management Information System so that all teachers know the heritage language(s) of all pupils and who is receiving EAL lessons. This is updated by the Head of EAL as appropriate so that the information remains current.

EAL pupils will generally under-perform on baseline tests, so in a subject which uses setting they should be placed in the highest reasonable set.

The Head of EAL circulates the following advice at the beginning of every academic year:

- “It is helpful if they can sit next to a 'buddy' who does not share their first language, someone who is willing and able to help them in class – and, ideally, in House as well. It is better if they don't communicate in their first language in class.
- The more they can refer to written information and images, the easier it is for them. For example - handouts containing framework notes; clear instructions for prep; links to page references in texts; model answers (often the easiest way to help them see what is expected or where they went wrong); a list of key words to look up in advance.
- Pupils should be encouraged to record new words and their meaning in class and prep. Use of a translator in class is at the discretion of the teacher.
- Make sure that you as a teacher speak slowly and clearly, repeat key information, avoid too many idioms and ask questions to test comprehension rather than, 'Do you understand?'
- For the small number of pupils who have EAL lessons, do ask them to take work to their next EAL lesson to address common errors in written work. Teachers are welcome to contact me for support and advice.”

### Support for EAL Pupils in the Wider School Community

The School prides itself on its diverse international community. EAL pupils will be placed in boarding houses where they will be with pupils from a range of other backgrounds, and at no time will the School create a preponderance of any one particular non-UK nationality or heritage language other than English in one boarding house.

As well as support from their HM and their Tutor, the pastoral team and in particular the Deputy Head Pastoral will also closely monitor their progress in a variety of ways.

## Reasonable Adjustments in Exams

Access to bilingual translation dictionaries is only allowed in accordance with the current JCQ regulations.

## Monitoring and Tracking

If teachers have concerns about a pupil's ability to access the curriculum due to problems with using English, they should contact the EAL co-ordinator.

The Sub-Warden Academic will ensure that progress of EAL pupils is tracked against the expected progress of their peers, both in internal assessment and progress checks (grade cards) and external exam performance.

The Sub-Warden will identify pupils who entered the School with a recognised need for EAL support when dealing with serious discipline cases.

The Deputy Head Pastoral will, when carrying out pupil well-being reports, identify pupils with a recognised EAL need to ensure that their needs are being met.