

## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

### 1 Introduction

The term English as an Additional Language (EAL) is used when referring to students whose main language at home is a language other than English.

A child must not be regarded as having a learning difficulty solely because the "*language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home*" (Section 20(4) of the Children and Families Act 2014). However, students for whom English is an Additional Language will be provided with appropriate support provided they meet the School's academic criteria.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL students.

The guiding principles and objectives of the School's *EAL Policy* are to ensure that the aims of the Mission Statement are secured for all students. We recognise that all overseas students will have differing degrees of difficulty with language at some time in their school career and that provision for this need is on a continuum. We regard the students' self-esteem to be of vital importance to their learning. Teachers aim to ensure that all students for whom English is an Additional Language have the chance to realise their potential.

### 2 EAL identification, assessment and review

We aim to assess a student's language level as soon as possible. Tests are conducted on all applicants who do not have English as their first language as part of the admissions process. When a new student arrives, further tests are carried out to ascertain the student's level of proficiency in the four skill areas of reading, writing, listening and speaking. The student is then provided with support, according to their linguistic ability. The results of the initial diagnostic test are recorded in the EAL Register and are made known to all class/subject teachers so that they are aware of any difficulties the student may encounter within their classroom.

If, at any stage, it becomes apparent that a student requires additional support, every effort will be taken to ensure that this need is met by offering one-to-one support. In-class support may also be provided as appropriate.

Progress is monitored both informally and formally by EAP Assistants, class/subject teachers, tutors, Heads of Divisions (HoDiv) and Heads of Boarding (HoB).

Appropriate access arrangements in Key Stages 2&3 and GCSE/A Level/BTEC examinations will be sought for students for whom English is an Additional Language.

For children whose home language is not English, the Nursery provide a visual timetable to enable children to settle into their new routine. We assess their fluency in their home language to ascertain their comprehension of English. We use language in context with objects of reference and liaise closely with parents to develop an effective parent partnership, which allows us to support their child with a reasonable level of English by the time they leave the Nursery Division.

### **3 EAL: Most Able & Talented students**

We recognise that students for whom English is an Additional Language may well be Most Able & Talented. If it is found that a student's lack of English is prohibiting a student from progressing to the best of their ability, additional support can be provided to enable a student to reach their full potential.

### **4 EAL: Students with learning difficulties and/or disabilities/ special educational needs**

The EAL Department liaises closely with the Head of Learning Development and SENDCo (Preparatory Divisions) on any concerns regarding overseas students. Where necessary additional support can be provided by either the Learning Development Department or the EAL Department, whichever is most appropriate to the needs of the student.

### **5 EAL: curriculum**

The School has a responsibility to ensure that each student has access to a broad and balanced curriculum and teachers have a responsibility to provide effective learning opportunities for all students by providing relevant and appropriately challenging work. Teachers are expected to:

- set suitable learning challenges
- respond to students' language needs
- overcome potential barriers to learning and assessment for individuals and groups of students that do not have English as their first language

Those students who would benefit from directed English language tuition are typically withdrawn from Languages lessons (Latin, French or Spanish) in Nursery to Year 9. From Year 10, students may be given English support instead of GCSE English, and/or have the option of EAP (English for Academic Purposes) classes as one of their option subjects. For all other subjects, overseas students are taught within integrated groups, wherever possible. Students in the Sixth Form who need additional support attend EAP lessons in one of the A Level option blocks. Where it is beneficial for children to attend a full standard curriculum, EAP lessons are also available on Saturday mornings during term time and through the co-curriculum.

In the Senior Divisions, group lessons are included in the School fee. One-to-one tuition carries an additional charge, after full discussion with a student's parents. Those students requiring EAP lessons in the Preparatory Divisions and Sixth Form will also incur an additional charge. Parents are notified of this when they receive a formal offer of a place from the School.

The School is aware that some EAL students may also require lessons within their first languages. Wherever possible, tuition will be provided for the first language to ensure that our EAL students maintain this during their education in the UK. This additional tuition may incur an additional cost.

### **6 EAL: Integration**

The School works to ensure that all students are integrated into the life of the School. The EAL Department liaises closely with the Heads of Boarding to ensure that there are opportunities for integration and support (*See Boarding Policy*).