



EAL POLICY

(ENGLISH AS AN ADDITIONAL LANGUAGE)

Definition

This policy is concerned with bilingual students who have a home language (defined as the first language spoken at home) other than English and who are in the process of learning to use English as an additional language for educational purposes. The majority of the School's EAL students are born in the UK and many consider English as their 'first language' whilst being fluent or semi-fluent in one or more other languages. Students identified as having English as an Additional Language (EAL) remain on the EAL register throughout their time at the School.

Rationale

This policy is designed to support students who have English as an Additional Language. The School is committed to making appropriate provision for the teaching and learning of Students for whom English is an additional language. The School recognises that multilingualism is a strength and values the contribution that EAL students make to the school. We aim to ensure that students in the school, who have all gained admission by selective examination procedures, have equality of access to the curriculum.

Admissions

EAL applicants are subject to the same admissions procedures as other applicants. Pupils take our 11+ examinations for entrance at 11+ or 13+. EAL applicants sit all the same assessments as other candidates, that is all four ISEB Common Pre Tests: English, Verbal Reasoning, Non-Verbal Reasoning and Mathematics, as well as our English Composition task. Those with EAL needs identified on the application form or via their current school should be made known to the School in advance, particularly in relation to their performance in the English paper. During the course of marking, EAL-specific issues that undermine performance are taken into consideration. Second interviews may also be given to pupils in this category. Access Arrangements, such as allowing the use of a bi-lingual dictionary, may be made, under certain circumstances. This policy supports the School in meeting its duties under the Equality Act 2010.

Current Students

The School recognises that the needs of EAL Students may change throughout their time at the school. Whilst some EAL Students may need more structured support following admission to the school, other EAL Students may not require any language support. Occasionally EAL needs may become more apparent higher up in the School, as the difficulty of the English met in various subjects may challenge a Student's fluency and proficiency.

- All parents are asked to complete an EAL form upon entry to the school to determine which languages are spoken at home.
- This information is added to SchoolBase where it is accessible to all staff.
- The School considers that all teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for the language development of EAL Students. It is the responsibility of all teachers to clarify or define words particular to their subject and assist EAL students in the understanding of the nuance of words used in their subject.
- Having a home language other than English is not considered to be a learning difficulty, but the School recognises that that a student who has EAL may also have Special Educational Needs and Disabilities (SEND). The School understands that lack of English does not equate to a lack of knowledge, skills or understanding.

Reviewed by: Assistant Head (Teaching and Learning) / Head of Learning Support

Date of last review: 29 June 2023

Date of next review: Trinity 2024