



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

<i>Staff member responsible</i>	<i>Revision Date</i>	<i>Approved By</i>	<i>Approval Date</i>	<i>Reason</i>
DPI	Sept 2009	SMT	09.09.09	New policy
SLB	March 2010	SMT	08.03.10	Update to admissions
VAM	Jan 2013	SMT	09.01.13	Rewrite by Head of Curriculum Support
AF/SLB	Feb 2014	SMT	12.2.14	Edit following A&SC meeting
AF	Sept 2015	SLT	05.10.15	Update
AF/SLB	Oct 2016	Governors	7/12/16	Update
SLB	October 2017	Governors	6/12/17	Reviewed
SLB	October 2018	Governors	7/12/18	Reviewed
AF/SLB	Nov 2019	Governors	4/12/19	Reviewed
AF/SLB	October 2020	Governors	3/12/20	Reviewed and updated
SJD/VAM	Nov 2022	Governors	30/11/22	Reviewed and updated
SJD/VAM	June 2023	SLT	28/06/23	Reviewed and updated

English as an Additional Language Policy

Linked Policies

- Curriculum Policy
- Teaching & Learning Policy

Policy Objectives

It is the College's policy that pupils for whom English is an additional language will be properly provided for both in terms of opportunities to learn and to make progress and in terms of welfare within the boarding environment and wider college community where we aim to promote tolerance and harmony between cultures. A clear distinction should be made between EAL and Special Educational Needs

It is also College policy that EAL provision should be offered to all pupils who have a first language other than English, based on an assessment of the individual pupil's ability to communicate in English before their arrival. As well as documentation sent to the College during the registration process, the College undertakes its own assessment as part of the start-of-year induction process in September and continues to monitor and track progress subsequently.

Staff

The provision of EAL lessons is managed by the Head of Curriculum Support. The pupils are taught in small groups by EAL teachers. Consideration for the welfare of EAL students includes ensuring appropriate boarding arrangements are in place and, in conjunction with the Houseparents and integration buddies, events and activities which celebrate the diversity of culture at Lord Wandsworth College are arranged where possible.

For pupils who are learning EAL, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. INSET opportunities to staff are provided by the Head of Curriculum Support, and EAL pupils are monitored in departmental, House, and whole staff meetings.

School Context

For pupils who are learning EAL information is gathered about:

- pupils' linguistic background and competence in another language/s.
- pupils' previous educational experience.
- pupils' family and biographical background.

EAL Curriculum Policy Aims

- EAL pupils are entitled to a broad programme of study at Lord Wandsworth College and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.

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- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and requires continuing support.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

Admissions

Consideration and sensitivity are given to the appropriateness of testing in all four skills areas for EAL pupils. Assessment methods are checked for cultural bias and action is taken to remove any that is identified. Results and subsequent recommendations are fed through to teaching staff and House parents.

Induction

The College organises a short induction for all new international pupils at the start of the academic year. This comprises:

- A tour of the College and time in the relevant boarding house before the main arrival time of pupils.
- A welcome lunch for international pupils, parents, guardians, Houseparents and other key staff.
- Online Oxford Placement Testing.

Curriculum

EAL pupils follow the curriculum as set out in the Curriculum Policy and the Teaching & Learning Policy. In addition:

- 1st – 3rd form pupils study one subject less.
- 4th- and 5th-form pupils normally take 9 GCSEs and normally select EAL from the subject option blocks at the end of the 3rd form or at their entry point in 4th Form. However, under exceptional circumstances, the College may allow a pupil to take fewer or more subjects after discussion with the tutor, the guardian, the Head of EAL and the Deputy Head (Teaching & Learning).
- 6th form pupils study three subjects unless there are exceptional circumstances. All 6th Form applying to a British university must have a suitable qualification in English. If the pupil does not have one, the College must be satisfied that arrangements have been put in place to ensure that a suitable qualification is obtained. If this is not the case, then it would be expected that the IELTS (International English Language Testing System) course offered by the College would be followed in the Lower 6th Form. Pupils need to find out the level required to enter their chosen Higher Education establishment.

We currently aim to fully prepare pupils wishing to take International English Language Testing System (IELTS) and can assist them in the university application process. Entry requirements will be verified with each university.

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Pupils wishing to take examinations in their native language – please refer to Pupils Wishing to take Native Language Exams Policy.

The EAL support will consist of one or more of the following:

- Lessons in small groups or on an individual basis which might include a curriculum focus, e.g., Economics.
- Lessons in small groups or on an individual basis with an EAL qualification focus, e.g. First Cambridge English (FCE), IELTS.
- Lessons may be delivered Face-to-Face or remotely via Teams and use of OneNote.

Fees

Under the College's policy, EAL lessons are viewed as an extra educational need to the standard provision and is chargeable in line with the Parental Contract. There may also be times when Additional Learning Support (ALS) is accessed because there is a need for improved Study Skills. There is also a charge for these lessons as laid out in the current Curriculum Support Information for Parents document.

APPENDIX ONE – SAMPLE EAL PROGRAMME

Year Group	Programme of Study
1st Form	Pupils usually have EAL lessons instead of Latin Cambridge English may be followed
2nd Form	Pupils usually have EAL lessons instead of Latin Cambridge English may be followed
3rd Form	Pupils have EAL lessons instead of one optional curricular subject Cambridge English may be followed
4th Form	Pupils normally study 9 GCSEs rather than 10 Edexcel iGCSE in English as a Second Language Cambridge English course may be followed
5th Form	Pupils normally study 9 GCSEs rather than 10 Edexcel iGCSE in English as a Second Language Cambridge English course may be followed
Lower 6th Form	Pupils normally study 3 subjects and EAL support is offered as required EPQ is encouraged IELTS classes are available Cambridge English course may be followed if appropriate.
Upper 6th Form	Pupils normally study 3 subjects IELTS classes are available Cambridge English course may be followed