



Foremarke Hall

Repton Preparatory School

Policy Statement

Educational Provision for English as an Additional Language (EAL)

This policy is a whole-school policy including EYFS. It is relevant to all academic staff and should be read in conjunction with the following:

- Admissions
- Accessibility
- Curriculum
- Teaching and Learning
- Examinations
- Learning Enhancement – SEND
- Able, Gifted and Talented

Introduction:

EAL at Foremarke refers to pupils for whom English is an additional language who will need support, at differing levels, to access the curriculum. The main aim of the School regarding EAL pupils is to integrate them as fully as possible, with the relevant amount of support, into all aspects of school-life as quickly as possible. Though challenging at first for pupil and teacher(s), it has proved to be the most effective way of learning, both academically and socially. EAL pupils feel happier and wish to achieve more if they feel part of the school, their peer group and are correctly placed according to their ability level. This is determined, and reviewed, as a part of the Form Placement process, in consultation with the EAL teacher.

The admission process for an EAL pupil is similar to that of a non EAL pupil, although a specific EAL entrance paper is used. If practically possible, a taster session is encouraged so that oral skills can be assessed.

The specialist EAL teacher at Foremarke has a recognised qualification for the teaching of EAL pupils. She may be assisted by an additional qualified teacher who can be brought into school to support the pupils as needed, but almost certainly at the start of the academic year when there is most need.

Aims and Implementation:

The aims of the EAL Department are:

- To support the pupils both academically and emotionally and to provide a base for the pupils to visit if they need to discuss academic or personal matters.
- To help the EAL pupils to understand cultural differences.
- To value and celebrate the customs and culture of each individual pupil and to give opportunities for pupils to speak about their families and life in their home country when they want to.
- To make teachers aware of cultural difficulties that new EAL pupils may experience, that lack of confidence with use of the English language can sometimes result in misunderstandings and that sensitivity will be needed.

- To monitor and track each pupil's progress and to use the SEND database on School Manager for this purpose. This will allow teachers to be made aware of each EAL pupil's profile and appropriate teaching strategies that can be used.
- To liaise with teachers and advise them as to how work/resources can be differentiated and provide reasonable adjustment for EAL pupils. The SEND database is also used for this purpose, but on-going communication with teachers is maintained.
- To advise teachers with regard to assessments/examinations as to whether papers should be differentiated so that EAL pupils find the experience encouraging rather than demoralising.
- To communicate with parents/guardians regarding pupil progress and to work with them regarding expectations and the programme that is being followed.

Exams:

An additional 10% of the exam time may be awarded to EAL candidates who have been in the UK for less than 3 years and at the discretion of the senior school (for Entrance examinations) and/or the EAL teacher. They may also require differentiated examination papers in certain subjects. There is a specific EAL English paper for Common Entrance to Repton School and the EAL department prepares pupils for this if it is appropriate for their level of English.

EAL pupils are permitted to use an English to mother tongue dictionary during examinations in all exams except English and exams in his/her native language.

Lessons:

When an EAL pupil first arrives at the School, they may attend specialist EAL lessons during their timetabled English and/or French lessons if this is appropriate for their level of English. Their progress is closely monitored and they are integrated into the aforementioned mainstream lessons as soon as it is felt that they are ready to do so. The precise timing of this is determined in communication between the EAL teacher and the Head of English/French. The cost of EAL lessons will be charged on the same basis as all other Learning Enhancement lessons, the rates of which are publicised annually in the Headmaster's letter on fees.

EAL pupils with SEND needs:

The majority of EAL pupils who receive EAL support do not have SEND needs. If, however an EAL pupil is identified as SEND, they will have equal access to the School's SEND provision. This is also true for EAL pupils who are identified as Able, Gifted and Talented.

Review:

The 'Educational Provision for English as an Additional Language' policy is the responsibility of the Academic Team and will be reviewed according to the school's policy review cycle.

Last Revised: Michaelmas 2017

Next Review: Michaelmas 2018