

# English As An Additional Language (EAL) Policy



**WYCHWOOD**  
SCHOOL • OXFORD

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<b>Reviewed By</b>	MS
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## Policy Statement

The School wishes to support all of its pupils to become effective, independent learners and thereby to achieve their maximum potential. The Policy takes cognisance of the SEND Policy which recognises that EAL pupils have a linguistic rather than a learning or cognitive difficulty. This policy should be read in conjunction with the *Equal Opportunities*, the *Admissions*, the *SMSC* and the *SEND Policies* and the *Differentiation in Practice* document.

## Aims

- Wychwood, Oxford aims to meet the needs within the mainstream of any pupil in the school, including those who have English as an additional language (EAL) needs.
- Pupils with EAL needs will be offered access to a curriculum which is as broad and balanced as their individual language development allows at any given time.
- Pupils will be assisted to become more proficient in English and, as their progress develops, the attainment gap between them and their peers will diminish.

## Objectives

To ensure that:

- The EAL teachers promote the strategic direction of the SEND Policy which accepts that pupils with EAL needs do not necessarily have a learning difficulty.
- The School admits pupils with EAL needs who fulfil the admission requirements (refer to the Admissions Policy). EAL lessons may be required as a condition of entry.
- Any information regarding the history of an EAL pupil's English language learning is passed on to the relevant staff as necessary. New pupils are discussed in the first staff meeting of the academic year.
- All new pupils are screened diagnostically using the online assessment tool PASSWORD. This information is used to design an appropriate course of study which may include English language subject support as well as English language tuition, and to inform the teaching and boarding staff regarding a pupil's abilities and needs.
- All staff (academic and pastoral) are familiar with the SEND and EAL policies and are aware of their role in implementing the policy.
- There is collaborative working between academic and pastoral staff and the EAL teachers to support the English needs of a pupil as effectively as possible in order to narrow the attainment gap between EAL pupils and their peers. Where a learning difficulty is suspected or identified, this collaboration will include the/SENDCo and support teacher

- There is regular monitoring, through the progress system, during a pupil's school life to ensure that difficulties in achieving their potential are detected as soon as possible.
- Where specialist EAL teaching is required, it is based on small group teaching relevant to the School's curriculum. This may be delivered online or in person. The lessons may follow an appropriate external examination course to enable pupils to attend university, such as IELTS.
- The pupil develops positive self-belief through encouragement and guidance.
- There is always the possibility of renewed support for a pupil if an initial programme of EAL lessons has ceased, should this be required.
- The importance of the pupil's first language and the additional experience and perspective that this brings to the School is recognised and valued.
- Parents and/or guardians are kept fully informed about the EAL progress of their child.

## **Strategies for Achieving the Aims and Objectives**

### **The EAL teachers will**

- Have the overview of all EAL teaching in the school.
- Liaise and work closely with the member of staff responsible for Admissions and the Head regarding information available on new EAL pupils in order to plan a programme of individual EAL lessons, as and if required.
- Regularly review the effectiveness of any pupil's EAL programme and allow for flexibility in teaching to respond to a pupil's immediate English language or learning need.
- Make use of all baseline school data (for example MIDYIS), and internal examination results for screening and diagnostic purposes and for shaping pupils' individual programmes.
- Communicate with appropriate staff, including House parents and SENDCo/Support teacher, in order to review and evaluate pupils' English progress and support those having difficulties accessing the full curriculum.
- Communicate with the House parents to support pupils experiencing cultural changes and differences.
- Request from academic staff relevant material (e.g. glossary of scientific words, English examination papers etc.) to support the EAL programme.
- Inform the Examinations Officer, School Examinations Officer and the SENDCo on EAL issues concerning access arrangements (e.g. the use of a bilingual dictionary, where allowed) for external and internal examinations by reference to the JCQ regulations in force.
- Offer guidance to staff, when required, on effective in-class differentiation and flexible teaching to help them cater for the learning styles and English language level of an individual pupil.
- Provide whole-staff training on supporting EAL pupils, when requested.
- Communicate with parents and guardians any important matters relating to their child's EAL support. This is in addition to the whole school systems, such as parents' meetings and the reporting process.

## **Required English Entry Levels**

- EAL pupils joining the school in years 7 -12 will be assessed according to their age and experience using the PASSWORD online assessment tool..
- Those joining in year 9 should have a CEFR level of 4 and above
- EAL pupils starting GCSE courses in year 10 must have a minimum CEFR Level of 5
- It is necessary to have a minimum IELTS score of 5.5 or CEFR level B2 in order to start A Level courses in year 12.

## **Charging**

The EAL teaching at Wychwood is an additional subject and incurs an extra cost dependent on the number and nature of lessons required.