

BRYANSTON

PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

1 Introduction

The term EAL is used when referring to pupils where the language used at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs of EAL pupils and helping them to achieve the highest possible standards.

2 Aims

- To ensure that we meet the full range of needs of those learning English as an additional language.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.

3 Admissions

- EAL students generally join the school in year 9 (D) or year 12 (A3).
- Students will have been assessed using the entrance tests appropriate for their year of entry. These test reading, comprehension and writing skills.
- At the same time, they should have achieved the required levels of English as set out in the Admissions policy:

For year 9: Cambridge First Certificate in English (FCE) at A or B or an equivalent recognised qualification.

For year 12, IGCSE ESOL at Grade A or B, or IELTS at least level 6.0.

- If a student has not met these criteria in the admission process, for whatever reason, they must attend a summer school to bring their English to a sufficient level to access the curriculum. If levels of English at this stage are still not acceptable, it might be that these students are directed towards a language school and opt back in to our system later when they are able to access the curriculum comfortably.

4 On Entry

- All students for whom English is a second language will be assessed using the Oxford placement test in the first week of term. This will be used to determine whether extra support by a qualified EAL specialist (charged as an extra) will be necessary and might inform the programme they follow.
- The expectation will be that all students will be able to function within the academic timetable, with perhaps limited extra support.
- Students in year 12 should have a relevant English language qualification if they intend to move on to higher education within the UK system. If a student has been accepted and does not meet these criteria, they would be expected to take IELTS.
- It would be expected that those pupils who enter in D would be able to access the curriculum and sit the same exams as other students. If a student is unable to access certain parts of the curriculum, provision might be made for a reduction of their timetable: a pupil might apply to drop the MFL component and sit a GCSE in their native language, and/or might sit the IGCSE English as a second language qualification, necessitating a withdrawal from mainstream English classes.

- The EAL Co-ordinator provides a link for HODs and tutors to use when developing strategies for teaching EAL pupils.
- The EAL Co-ordinator oversees examinations access arrangements for EAL pupils through liaison with the HLS and the Examinations Officer.

The EAL Co-ordinator monitors the progress of EAL pupils through liaison with tutors and teachers, reporting ultimately to the Deputy Head, Academic on these matters.

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Reviewer: Deputy Head, Academic
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Author: EAL Co-ordinator

