



Educational Provision for English as an Additional Language (EAL) Policy

Date reviewed: Michaelmas 2023

Date of next review: Michaelmas 2024

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/EYFS SEND
- More Able and Exceptionally Able

1 Introduction

EAL at Repton Prep 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. Carefully supported language immersion, for all learners 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 a sense of belonging within the school and 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 Head of EAL.

The admission process for an EAL pupil is similar to that of a non EAL pupil but will likely include an additional interview with the Head and/or Head of EAL. If practically possible, a taster session is encouraged so that oral skills can be assessed.

The Head of EAL at Repton Prep has a recognised qualification for the teaching of EAL pupils.

2 Aims and Implementation

The aims of the EAL Department are:

- 2.1 Ensure pupils are identified correctly as having EAL on entry to Repton Prep and appropriate support put in place, including EYFS children.
- 2.2 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.
- 2.3 To help the EAL pupils to understand cultural differences.
- 2.4 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.
- 2.5 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.
- 2.6 To monitor and track each pupil's progress, in conjunction with the Deputy Head Academic.
- 2.7 To assess and record a pupil's English language proficiency level in line with Department of Education (DfE) descriptors. Use the iSAMS database to capture relevant information regarding

the pupil's first language and level of proficiency. This will allow teachers to be made aware of each EAL pupil's needs.

- 2.8 To liaise with teachers and advise them as to how work/resources can be differentiated and provide reasonable adjustment for EAL pupils.
- 2.9 To advise teachers with regard to assessments/examinations as to whether papers are accessible so that EAL pupils find the experience encouraging rather than demoralising.
- 2.10 To communicate with parents/guardians regarding pupil progress and to work with them regarding expectations and the programme that is being followed.
- 2.11 Pre-Prep EAL children, including the EYFS, are closely monitored to ensure they are making progress in line with their peers who speak English as a first language. Relevant interventions will be provided as necessary. This may be with specialist teachers within the Learning Enhancement (LE) Department or support within forms.

3 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 Head of EAL. They may also require adjusted examination papers in certain subjects. Support for students attending alternative future schooling is available i.e., for those sitting CE examinations.

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

4 Lessons

When an EAL pupil first arrives at the School, they may attend specialist EAL lessons during their timetabled English and/or French/Spanish lessons if this is appropriate for their level of proficiency. 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 Head of EAL and the Heads of English and MFL. EAL lessons are in lieu of English/MFL lessons and so are included in annual fees and do not incur an additional charge.

5 EAL pupils with SEND

If, an EAL pupil is identified as having SEND, they will have equal access to the School's SEND provision. This is also true for EAL pupils who are identified as More Able and Exceptionally Able.

6 Review

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