**English as an Additional Language Policy**

**Introduction**

Papplewick welcomes pupils who speak English as an additional language (EAL) from different overseas countries. Many come to complete their prep schooling in the UK, write the Common Entrance or Scholarships examinations and then move on to a public school in the UK. A smaller number may come for a year to improve their English and then move back to their home country.

Our aim is to help all EAL pupils integrate successfully into the life of the school at all levels, including academic. Whilst we focus on developing the pupils’ English, their first languages and cultures are respected at all times.

The EAL Policy should also be read in conjunction with Papplewick’s Special Educational Needs and Disability (SEND) Policy which recognises that children must not be regarded as having a special educational need or learning difficulty solely because their home language is different from the school’s medium of instruction.

**Aims**

The EAL Department aims are:

* To provide a welcoming environment in which EAL pupils can feel confident that their language needs are being addressed to help them realise their academic potential
* To assess the EAL boys' level of English and to plan an individual programme of provision for those boys who need extra support to access the curriculum in mainstream lessons
* To offer one-to-one EAL lessons to develop competence in the skills of reading, writing, speaking and listening as well as developing their vocabulary and grammar
* To provide provision that meets the boys' needs with respect to Common Entrance and Scholarship exams, and the Cambridge language exams where requested
* To develop the boys’ understanding of British culture
* To liaise with the EAL boys' subject teachers so that they are aware of the boys' linguistic needs in order to provide appropriate differentiation in lessons for them, as needed
* To work alongside all staff in helping the boys integrate socially at Papplewick and to help, as needed, with any pastoral issues

**Procedure**

Pupils are screened using the Oxford Quick Placement Test. The results correlate with the Common European Framework of References for Languages (CEFR) system of levels. This is a helpful starting point to plan a scheme of work that is tailored to the needs of the individual boy.

Not all EAL boys need to have extra tuition. The EAL department may recommend extra tuition based on the results of the screening test, previous school reports, input from parents and guardians and feedback from each boy's tutor or form teacher and subject teachers.

If boys have extra tuition, the majority of lessons are taught on a one-to-one basis although occasionally pupils of a similar level are taught together, for example if both are being prepared for a Cambridge language examination.

EAL lesson times are chosen carefully so that no academic lessons are missed. The lessons are usually of 35 or 40 minutes' duration depending on the timetable. The current cost of the lessons is based on the hourly rate of £45 per hour, which works out at £30 for a 40-minute lesson and £26.25 for a 35-minute lesson.

All pupils receiving EAL lessons have an Individual Education Plan (IEP) with targets that are updated each term.

**Reporting**

Each boy having EAL lessons has a written report that is included in the end-of-term reports. The Head of EAL attends parent-teacher meetings in which she can report on progress to the boys' parents and guardians. The department has an open-door policy and parents can request meetings at any time.

**Exam access arrangements**

EAL pupils are entitled to the use of a bilingual dictionary in school exams and Common Entrance. In addition, if they have been learning English for less than three years, then they may be entitled to an extra time allowance of 10% in the exams.

The Head of EAL liaises with Year 8 EAL pupils' senior schools in order to arrange appropriate concessions for Common Entrance and Scholarship exams, if pupils qualify for them.

**Staff**

The EAL department has specialist EAL teachers, including the Head of EAL, and two part-time EAL teachers who work on a peripatetic basis.

**Wider school communication and liaison**

The Head of EAL attends staff meetings and is able to respond to concerns raised about any EAL pupil, and to follow up with subject teachers and tutors. She also liaises regularly with boarding staff and is made aware of issues that arise for the EAL boarders.

The Head of EAL works in conjunction with the Head of English to discuss the boys' needs and plan appropriate interventions, if needed. British Culture courses, tailored to the needs of particular boys, for example those sitting the ISEB Pre-tests, have been offered to pupils in recent years.

Romy Fotheringham

Head of EAL November 2020