



SEDBERGH SCHOOL

Policy Regarding Pupils for whom English is an Additional Language

Version	2017.2
Effective from	September 2017
Extent of Policy	Sedbergh Senior School
Policy Owner	Second Master
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Governor audit by	Michael Cuthbertson
Frequency of Audit	Annual
Circulation	Parents by request Teaching staff
Publication	Website Teaching Staff Handbook

Aims

At Sedbergh School we are committed to providing a quality education in English for pupils from a variety of cultural and linguistic backgrounds. We recognise that spoken and written fluency in English is integral to successful learning and social interaction at our School and we aim to make appropriate provision for all pupils for whom English is an additional language.

Each pupil's needs are assessed individually and arrangements made to meet their specific requirements; Sedbergh School does not operate a 'one style fits all' policy. Pupils are integrated into the mainstream curriculum as far as possible, with as much EAL support as they need to assist with this.

The aim of EAL support is to assist pupils for whom English is an additional language to become more proficient in their understanding and use of English and to develop pupils'

knowledge of English grammar and vocabulary, whilst working on the key competencies of reading, writing, speaking and listening. EAL support reduces the impact of language as a barrier to learning and helps pupils to achieve their true potential within School, both academically and socially.

Assessment of need and EAL lesson arrangements

It has always been important at Sedbergh School to meet the needs of each individual as best we can. There are a number of ways in which we attempt to assess need on arrival, but this has to be flexible as pupils from overseas are often dealing with huge cultural changes, jet lag and homesickness; all of which may affect their early performance here.

Main approaches to assessment:

Before arrival – Sedbergh School EAL Entrance Exam and reports from previous school.

On arrival – ‘Oxford Placement Test’, an assessment of writing and one-to-one discussion with pupil, along with some individually tailored computer-based tasks. Input from Housemasters/mistresses and other subject teachers is also very valuable and the Head of EAL liaises with these members of staff in order to help build a picture of which pupils may need extra EAL support.

Pupils whose English is already advanced or fluent will not need EAL lessons. Others will be offered EAL lessons based on their level of need and some pupils will have to take EAL lessons as part of their condition of entry.

Typically:

- Year 9 – have EAL lessons instead of MFL lessons; we encourage EAL pupils to study one MFL (French, Spanish or German) but some pupils will do EAL in place of both MFL options. As far as possible EAL pupils attend mainstream English lessons; in exceptional circumstances they may be taken out of English, in which case pupils will study some English literature in their EAL lessons through the use of special graded readers.
- Year 10 and 11 – Pupils may have EAL lessons in place of mainstream English lessons and/or choose EAL as one of their four options, depending on their level of need. At the end of Year 11 pupils who have attended EAL lessons in place of mainstream English will be entered for CIE IGCSE English as a Second Language.
- Year 12 and 13 – in Year 12 an IELTS course is run, ending with pupils having the opportunity to sit the IELTS exam at Sedbergh School in June. Year 13 IELTS lessons are arranged as and when necessary.

Progress of EAL pupils is assessed regularly via internal reports, tests and in discussion with subject teachers. EAL support may then be reduced or increased, depending on the needs and individual circumstances of the pupil. The annual review for pupils who have EAL lessons is within their end of summer term report.

EAL lessons are subject to an additional charge; please see the School fees document for further details.

EAL pupils in mainstream classes

As stated above, pupils for whom English is an Additional Language attend mainstream curriculum lessons as far as possible, so that they receive the benefit of a broad, balanced curriculum. Staff training on teaching and meeting the specific needs of pupils with EAL is an integral and regular part of the INSET programme at Sedbergh School and the Head of EAL is available to assist staff in delivering the curriculum in suitable ways. We promote the notion that staff should support and develop pupils' use of the English language and knowledge of British culture, manners and behaviour whilst at the same time recognising the importance of pupils' own language, background and culture. Teaching staff understand that a pupil's conceptual knowledge of a subject may be far ahead of their ability to express this knowledge in English.

If concerns arise about provision for EAL pupils in a mainstream class, the Head of EAL will approach the member of staff concerned to discuss the issues and to offer support. If deemed appropriate, the line manager of the Head of EAL and/or the Deputy Head-Curriculum may also be involved in ensuring that all concerns surrounding provision for EAL pupils in mainstream lessons are dealt with swiftly and effectively.

In all lessons pupils are encouraged to make use of bi-lingual and English only dictionaries (either paper or computer/internet based) to assist them and most departments produce glossaries or vocabulary lists to help pupils with subject-specific vocabulary.

In examinations bi-lingual dictionaries are available for use by all EAL pupils (following JCQ regulations) and where appropriate extra time may be allowed for use of such dictionaries.

Special Educational Needs (SEN) and Gifted and Talented Pupils

At Sedbergh School we recognise that pupils requiring EAL support do not necessarily have SEN needs. However, if SEN needs are identified, pupils for whom English is an Additional Language have equal access to School SEN provision. Similarly, we recognise that there may be EAL pupils who are Gifted and Talented even though they may not be fully fluent in English; extension work will be provided where appropriate so that all pupils have the opportunity to fulfil their potential.

Pastoral Care

Sedbergh School is committed to providing a safe and secure environment in which all pupils can learn and develop successfully and the EAL Department plays an active role in the pastoral care of international pupils. Boarding staff and teaching staff work together to ensure all international pupils make a smooth and successful transition to our School environment and get the very best out of their time here. We greatly value the cultural and linguistic diversity international pupils bring to our School and all cultural, religious and linguistic backgrounds are respected equally.

CLB

11/09/17

EAL Policy – Action Points

UNDERTAKING	BY WHOM
<ul style="list-style-type: none"> Assess pupils for whom English is an Additional Language before arrival and on arrival at Sedbergh to identify if additional support to improve proficiency in English is required 	EAL Department
<ul style="list-style-type: none"> Regularly review the progress of EAL pupils through internal reports, tests and discussion with subject teachers 	EAL Department, tutors, teachers in charge of year groups, Heads of Departments and subject teachers
<ul style="list-style-type: none"> Provide extension work for Gifted & Talented children receiving EAL teaching 	Subject teachers in conjunction with EAL Department
<ul style="list-style-type: none"> Provide support for EAL pupils who also have Special Educational Needs 	Learning Support Department, EAL Department and subject teachers