



Introduction

This policy has been reviewed in the light of and has regard to the requirements of the Equal Opportunities Act 2010 and the DfE Statutory Guidance: Special Educational Needs and Disability Code of Practice January 2015.

This policy is designed to support pupils who have English as an Additional Language (EAL), that is pupils who have a home language other than English and/or first spoke a language other than English. Throughout this policy these pupils are referred to as EAL pupils.

St Mary's School Ascot admits pupils who fulfil the admissions requirements as set out in our Admissions Policy (601), which includes sitting Entrance Examinations in English. As a result, EAL pupils at St Mary's are usually confident and fluent in speaking, listening, reading and writing in English.

St Mary's aims to promote a strong sense of responsibility, co-operation and tolerance based on a Christian awareness of the needs of others. We aim to develop each pupil's potential for independent thought through a rigorous academic education. When the learning of an EAL pupil is hindered due to lack of proficiency in English, additional support is provided to overcome barriers to learning. We welcome and value the cultural and linguistic experiences that pupils with EAL bring to the School.

Objectives

This policy is intended to inform parents and prospective parents of the arrangements St Mary's School Ascot makes to support EAL pupils when learning and progress is hindered because of lack of proficiency in written and/or spoken English.

Identification and provision

EAL pupils are identified by parents on admission to the School. Further pupils may be identified through the School's normal monitoring systems.

A list of EAL pupils is detailed in Curriculum Lists on the School's management information system, iSAMS. EAL pupils requiring extra support because of lack of proficiency in written and/or spoken English are also registered by the Special Educational Needs and Disability Coordinator (SENDCo) on the Learning Support platform, in iSAMS.

The SENDCo administers an annual EAL audit. Academic departments are asked to identify pupils within a progressive spectrum of descriptors from 'New to English' to 'Fluent'. The audit requires departments to indicate difficulties experienced by individual EAL pupils in lessons.

EAL audit descriptors:

Fluent: able to operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as her first language. They will not receive additional support but their progress will be closely monitored by subject teachers, the SENDCo and the Head of House.

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Competent: enabling successful engagement in activities across the curriculum but whose written English may lack complexity or where they need support to access subtle nuances of meaning. They will be offered appropriate in-class support. This pupil may be given enhanced opportunities for speaking and listening and will be offered effective models of spoken and written language. Teachers will recognise that they may need more time to process answers and may need to be supported using strategies to help them develop a sophisticated use of English.

Developing Competence: indicating the need for ongoing support to access the curriculum fully. This pupil will be registered on Learning Support and their support and progress will be closely monitored by the SENDCo. A one-page profile is written and added to Learning Support summarising difficulties and offering strategies to support them academically and pastorally which may be used both in the classroom and in other aspects of school life, for example, in the boarding areas. Targeted 1:1 support lessons may also be actioned by Heads of Department. Support lessons will focus on the specific needs of the individual and may include guidance in structuring written work, subject specific language, general study skills and note taking strategies. Where necessary, EAL pupils may be offered support by a graduate assistant. In exceptional circumstances, where further support is required, after consultation with parents, a specialist teacher will be sought to teach the pupil out of lesson time and parents will be required to meet this extra cost.

It is expected that a pupil will progress to becoming 'Fluent' with the above support.

However, if progress in English is not as expected, the Head of House will discuss this with parents and consider if further testing may be needed to ascertain if underlying difficulties exist indicating a special educational need or disability.

Responsibilities

All staff are responsible for supporting EAL pupils with their learning within the classroom and boarding environment. All staff are required to report any concerns about individual EAL pupils to the Head of House who will take appropriate action. For EAL pupils also registered on Learning Support, staff refer to the strategies detailed on the one-page profile and consult with the SENDCo.

Subject teachers are required to implement strategies in the classroom as needed to ensure access to the full curriculum.

Subject teachers are required to report on the progress of EAL pupils registered on Learning Support on a regular basis.

The SENDCo is responsible for providing guidance and strategies to ensure EAL pupils can access the full curriculum.

The SENDCo administers the EAL audit, reviews the data and executes required action points.

The SENDCo is responsible for monitoring the support and progress of all EAL pupils.

The SENDCo is responsible for distributing the list of EAL pupils and pupils listed on Learning Support to all academic and residential staff.

The Academic Deputy Head is responsible for provision for EAL needs within the School and line manages the SENDCo.

Training

St Mary's School provides INSET training on strategies to support EAL pupils.

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