St Paul's School
FOUNDED 1509

English as an Additional Language (EAL) Policy

Author/reviewer responsible:	Heads of LS, SPS and SPPS	Date of last review:	06/26
Reviewed by:	DHA SPPS, DoTL	Date of authorisation:	08/26
Authorised by:	DHA SPS	Date of next review:	06/27
Applicable:	Whole School		

This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to: policyquery@stpaulsschool.org.uk

1. Introduction

St Paul's Prep and St Paul's School (hereafter the School) are committed to providing an outstanding education for all pupils, including those categorised with English as an additional language (EAL). This policy is part of the wider goal to include all pupils, treat them equally and help them make excellent progress. The School acknowledges that maintaining two or more languages has potential advantages and should not necessarily be seen as a barrier to learning and engagement.

2. Definition of EAL

English as an Additional Language (EAL) refers to pupils for whom English is not their first language. Their first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.

Roughly one in six pupils in England speak English as an additional language.

3. Aims of the EAL Policy

The EAL policy aims to:

1. **Provide Inclusive Education**: Ensure that EAL pupils are fully integrated into the school community and can access the entire curriculum.
2. **Promote Academic Excellence**: Enable EAL pupils to achieve academic success through tailored support and interventions.
3. **Develop Language Proficiency**: Support EAL pupils in developing their English language skills in reading, writing, speaking, and listening if necessary.
4. **Foster a Supportive Environment**: Create a welcoming and supportive environment where EAL pupils feel valued and confident.

4. Entry to the School

Entry to SPPS (7+/8+/11+)

For entry at 7+, 8+, and 11+, pupils secure a place through a selective process involving exams, interviews, and reports from their current schools. This process helps to ensure that all pupils offered a place have the level of English required to access the curriculum at SPPS. Whilst pupils are expected to have this foundational proficiency on entry, we recognise that language development is an ongoing process. Teachers support the continued development of pupils' academic English in lessons, with specialist input provided where appropriate. For more information, please refer to the Admissions policy.

13+

All applicants sit the ISEB pre-test. The test includes a section on English, comprising of Reading Comprehension and Grammar. This ensures that only pupils with the requisite level of English in these skills to access the SPS curriculum can progress to the next stage of the application process. During stage two, applicants sit a written English paper, ensuring their writing is of a level sufficient to access the full curriculum at SPS. At stage three, pupils are interviewed, ensuring their verbal expression and understanding is sufficient.

16+

Overseas applicants for 16+ for whom English is not their first language will be required to provide an IELTS (International English Language Testing System) Academic Profile as part of their application. The School would expect candidates to achieve a minimum standard of IELTS (academic test) level 7.5. Further evidence of proficiency in English is gathered from the entrance exams and interviews.

5. Recording EAL pupils

The parents of offer holders are required to declare whether their child is EAL. This declaration happens after an offer is made. A list of these pupils is maintained on the School's information management system, iSAMS.

The list is accessible by all teaching staff on iSAMS dashboard. This is reviewed termly and so staff are encouraged to check the list every term. Teaching staff must know which pupils in their class have EAL.

6. Supporting EAL Pupils

Teachers may not always need to modify their teaching methods solely because they have a pupil with EAL in their class. Adaptations should only be considered if the student's EAL status presents a barrier to learning. If such challenges arise, the following strategies are recommended to support EAL pupils effectively:

1. pre-teach vocabulary – e.g. subject specific glossaries. NB even in Maths, 'multiply' and 'product' might be used interchangeably, but a pupil might not be familiar with one of the terms.

2. explain idiomatic expressions, or avoid them if they cause confusion

3.provide hand-outs that outline the key points of the lesson to be covered

4. check that a pupil has understood what is required by asking them to repeat back instructions

5. check that comprehension requiring inference is in place

6. use visual illustrations and provide context e.g. cultural context

7. allow pupils to voice record lessons so that they can listen to the lesson content again at a later date

8. give pupils buddies to support them, both within subjects and tutor time

9. explicitly teach the meaning of command words in essay questions e.g. ‘evaluate’, ‘discuss’, ‘explore’,’ compare’, and help with grammar/spelling/style issues when they emerge in written work. The more complex the ideas being discussed, the more likely that such errors will occur

10. There is a social-emotional and cultural dimension to catering for the needs of EAL students: e.g. find out about the pupil’s culture etc.

7. Referrals to Learning Support

If the above strategies are insufficient in helping the EAL pupil make progress, a referral to Learning Support should be made.

The teacher, tutor, Head of Department or Undermaster/Head of Year, as appropriate, should complete the SPS referral form (https://intranet.stpaulsschool.org.uk/learning-support/for-teachers/referral-form) or SPPS referral form (https://Prep.stpaulsschool.org.uk/learning-support/referral-procedure-and-form)

Once the form has been submitted, the case would then follow the process as outlined in the Learning Support policy. Whilst the School does not treat EAL cases as a special educational needs and disability case (SEND), both are managed by the Learning Support department.

By adhering to the principles and practices outlined above, St. Paul's School aims to create an environment where EAL pupils can thrive academically, socially, and personally, contributing positively to the school community.