



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY	
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Policy Owner	Deputy Head
Governor	Richard Biggs
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### AIM

To support, in ways appropriate to each individual, those for whom English is not his or her first language.

### OBJECTIVES

1. To offer discreet EAL lessons where appropriate.
2. To prepare pupils for examinations as appropriate.
3. To offer advice to subject staff on making the curriculum more accessible.
4. To ensure that the cultural needs of the pupils are recognised.
5. To offer pastoral support to pupils whose first language is not English.

### STAFF AND RESPONSIBILITIES

- Mr Matt Foxwell - SENCO
- Head of Department.
- Organises staff INSET workshops.
- Assesses the needs of pupils and creates the timetable.
- Liaises with parents regarding EAL provision in the light of children's Individual Needs.

- Creates an Action Plan which is communicated to all staff relating to Individual Needs.
- Oversees the work of the staff responsible for individual pupils within the EAL department and provides support to ensure maximum progress.

#### **TEACHER**

- Oversees pupil's pastoral welfare in conjunction with the Deputy Head.
- Ensures that there is a smooth transition to the child's next school and that all future entrance requirements are met.

#### **ASSESSMENT OF NEED AND LESSONS ARRANGEMENTS**

The aim at Sedbergh Prep is 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 it also has to be flexible as pupils from overseas are dealing with huge cultural changes, jet lag and homesickness, all of which may affect their early performance here.

#### Main approaches to assessment:

Before arrival:

- Online English Language Test
- reports from previous school and a one-to-one interview (either in person or online).
- CEFR results can also be taken into consideration.

On arrival:

- The 'Oxford Placement Test' is also used to provide a baseline assessment and confirm a CEFR level. In addition to this there is an assessment of writing and one-to-one discussion with pupils, 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 require 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 7/8– pupils have EAL lessons instead of MFL lessons (French).
- Year 6 and below – pupils have EAL lessons instead of MFL lessons (MFL) and possibly another subject, depending on the child's need.

#### **MAIN APPROACHES TO ASSESSMENT**

1. EAL entrance papers in English and Maths - We rarely take pupils with very limited English ability as we do not have the resources to meet their needs.
2. Oxford Quick Placement test (or equivalent).

3. Meeting the individual.
4. School reports.

Pupils may not need EAL lessons if:

- Their English is already at a level which allows them to fully integrate in to the School day and allows them to access the learning.
- They may only be here for a term and benefit more from being in mainstream classes.

Some pupils will have had the need to take EAL lessons as part of their condition of entry. This would have been determined by their entrance paper. The number and timing of lessons will depend on the pupils' needs.

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.

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

- EVALUATION OF THE EFFECTIVENESS OF THE PROVISION

Essentially language is acquired rather than taught and the role of the department is to give what is being acquired a shape and structure to enhance English development with a range of strategies such as extra vocabulary, for example.

Examination results offer the most objective measure, but within lessons all staff support the pupils' language and assist them in other subjects as well as prepare for examinations. Exam papers are adapted to support EAL pupils.

The prep school can also draw on Senior School staff in the EAL Department for support, sharing of resources, training and sharing of good practice. This also benefits EAL pupils with smooth transition and prior knowledge of the ability of pupils who are moving on to the Senior School.

Signed:

Zoe Charlton  
Deputy Head