



Solihull School

EAL Policy

Solihull School aims to provide support for all pupils accepted into the School whose first language is not English. The aim is to ensure that pupils are fully fluent in their use of written and spoken English so that opportunities across the curriculum are not restricted. It is also recognised that fluency in English language should be achieved as quickly as possible, so that the pupil does not feel alienated from what takes place both in class and socially amongst their peers.

However, it is also acknowledged that in practice most EAL pupils will neither need nor want language support, as they may be completely bi-lingual, or be sufficiently proficient in English to access the curriculum. Pupils who have been accepted into the school have already passed a written English paper which forms part of an entrance examination and as such, are usually quite advanced in mastering the English language.

At present, Solihull School has very few EAL students, and currently none of those identified as being EAL have a need for specialist support. However the school appreciates that as it does not discourage applications from EAL students, there may be times when we do encounter pupils with need of specific support.

In order to provide such support, Solihull School is able to:

- Advise on linguistic levels required of international pupils applying to the school.
- Assess proficiency in English of all EAL pupils new to the school and communicate this to whole staff, together with any other relevant information. This happens at the admissions stage whereby staff who are involved in the application and examination process, identify those who may be in need of support.
- Support EAL pupils in specific subjects they are having difficulty with. This is undertaken by the Learning Support department, which has experience in teaching EAL students and thus plans a programme of support according to individual need
- Support EAL pupils with more general study skills including recognition of key vocabulary, understanding of instructions and producing acceptable academic writing in the context of specific subjects. Once again, the majority of this support is delivered by the Learning Support department.
- More especially in the Lower School, continue to raise general range and accuracy of English.
- Raise staff awareness of EAL issues: achieved by ongoing discussions with staff about individual pupils, responding to inquiries, and delivering a brief about the school's EAL policy as part of the induction for new staff.

Identification of students needing EAL support usually takes place in one of three ways:

- In advance of a pupil's arrival on the basis of reports, test results and/or parental information.
- Referral from a member of staff who has concerns about a student's performance.
- Concerns arising from the results of regular screening procedures such as LASS and MIDYIS.