



SOLIHULL

E A L Policy

Owner: Deputy Headmaster: Academic
Reviewer: Head of Learning Support
Last Reviewed: November 2018

Version 5

Solihull seeks to provide support, as needed for all pupils accepted into the school whose first language is not English. The aim is to ensure that pupils are sufficiently 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 pupils with EAL will neither need nor want language support, as they may be fully bilingual, 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.

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.

Typically, Solihull has very few pupils with EAL, and currently few of those identified as being pupils with EAL have a need for specialist support. However, the school appreciates that as it does not discourage applications from pupils with EAL, there may be times when pupils with need of specific support are encountered.

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

- Advise on linguistic levels required of international pupils applying to the school.
- Assess proficiency in English of all pupils with EAL new to the school and communicate this to the 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 pupils with EAL in specific subjects with which they are having difficulty. In the first instance, support is delivered by subject teachers within departments, following advice and with guidance from the Learning Support department. Where necessary and in consultation with subject teachers, Learning Support may offer additional out-of-lesson support.
- Support pupils with EAL 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, subject teachers will be responsible for delivering this in the first instance, following advice and with guidance from the Learning Support department.
- Support pupils with EAL who are sitting external examinations by applying for examination access arrangements where needed and where exam board criteria are fully met.
- More especially in the Lower School, continue to raise the general range and accuracy of the pupil's 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.

If appropriate, a referral will be made to or advice sought from Solihull MBC EAL Service, with which the school enjoys good links.

This policy should be read in conjunction with the Accessibility Plan, the Curriculum Policy and the Learning & Curriculum Support Policy.