



SOLIHULL

E A L Policy

Owner: Senior School Deputy Head (Academic)
Reviewer: Head of Learning Support
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Version 6

Solihull seeks to provide support where needed, for pupils with EAL who are accepted into the school. The school's aim is to ensure that pupils are sufficiently fluent in their use of written and spoken English, to enable them to access opportunities across the curriculum. School also recognises that fluency in English language should be achieved as quickly as possible, so that the pupil feels included in whatever takes place, both in class and socially amongst their peers.

Pupils who have been offered a place in school will already have demonstrated a high level of language proficiency, reflected in their success in the entrance examination. It is nonetheless recognised that individuals may still have support needs relating to EAL.

Identification of pupils needing EAL support usually takes place in one of four 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 pupil's performance.
- Concerns arising from the results of regular screening procedures such as SWIFT and MidYIS.
- Indicators resulting from a Lexia Power Up or other screening following the referral of a member of staff.

The school welcomes applications from EAL pupils who would typically be advanced EAL learners, i.e., equipped with a level of English that would enable them to confidently pass the entrance examination. Solihull has an extensive EAL support system in place for advanced EAL learners and an EAL teacher to support and assist pupils who are identified as EAL.

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 through screening when a referral is made by a member of staff or a member of the admissions team. This screening can also be run individually for international pupils who join the school at a later stage.
- 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 EAL Coordinator. Where necessary and in consultation with subject teachers, the EAL Coordinator 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 EAL Coordinator where a referral has been made.
- Support pupils with EAL who are sitting external examinations by applying for examination access arrangements where needed and where JCQ criteria are fully met.

- Work on raising the general range and accuracy of the pupil's English through close collaboration between the EAL Coordinator, the English department and the Learning Support department.
- Track the progress of EAL students, who are in receipt of support: it will be tracked and reported on their 'Profile of competence' document. This document records their development and proficiency in each of the following areas: reading, writing, speaking and listening. Each student's profile of competence will be reviewed and updated at the end of each term.

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