



SOLIHULL

EAL Policy

Owner: Deputy Headmaster: Academic
Reviewer: EAL Coordinator
Last Reviewed: September 2020

Version 7

Solihull seeks to provide support where needed, for pupils with EAL who are accepted into the school. 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 shown a high level of language proficiency, reflected by 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 LASS and MidYIS.
- Indicators resulting from an EAL screening process (performed in Year 7) or 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 a solid EAL support system in place for advanced EAL learners, with specialist's support.

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 in two ways: at the admissions stage, whereby staff who are involved in the application and examination process identify those who may be in need of support, and by means of an EAL screening process based on a questionnaire and diagnostic a writing. This is run in Year 7, but it can 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.
- 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.
- Work on raising the general range and accuracy of the pupil's English through close collaboration between the EAL Coordinator and the English department. Progress is monitored and assessed against the backdrop of the EAL Assessment Framework and Tracker Tool provided by the Bell Foundation

[\(https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/\)](https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/)

- Raise staff awareness of EAL issues, achieved by appropriate CPDs and ongoing discussions with staff about individual pupils and responding to inquiries.

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.