WORKSOP COLLEGE AND RANBY HOUSE

English as an Additional Language Policy

School Tier: College

Related Policies: Admissions Policy, SEND Policy, Safeguarding Policy, Teaching and Learning Policy

Policy Aims

Through the operation of this policy we aim to: support pupils with English as an Additional Language in accessing the curriculum, participating fully in College life and making a successful transition to a new educational and cultural environment where appropriate.

The EAL department

A pupil is considered to have English as an Additional Language (EAL) if a language other than English is spoken regularly within the home environment or if English is not their first language.
EAL pupils will be assessed on entry by the EAL teacher and/or Head of English to ascertain what their specific requirements are. If it is deemed appropriate, able Years 7, 8, 9, 10 or 11 pupils follow a mainstream English course, which may lead to an IGCSE qualification. Other pupils follow a course of EAL with a view to improving their access to their wider education. The aim of all these lessons will be to enable pupils to improve their understanding of the structure of English and to widen their vocabulary.

Up to Year 11 the pupils will be prepared for the Cambridge English B2 First (formerly the First Certificate in English) examination which may be attempted before the end of Year 11 if the pupil is deemed to be ready. This Certificate does not qualify for entry to a UK university. In the Sixth form the IELTS (International English Language Testing System) course is followed so that overseas pupils have the necessary qualification in English to study at a higher level in the UK. The College aims for pupils to achieve an IELTS score of at least 6.0, although entry requirements vary between universities and courses. Competitive courses, such as Law, often require a score of 7.0 or above.

Equality, Diversity and Inclusion

The College is committed to ensuring that pupils with English as an Additional Language have equality of opportunity and are able to participate fully in all aspects of school life. EAL is recognised as a linguistic need rather than a learning difficulty, and pupils will not be disadvantaged because English is not their first language.

The College will:

- Promote an inclusive environment in which linguistic and cultural diversity are valued and celebrated.
- Ensure that EAL pupils have appropriate access to the curriculum and co-curricular opportunities.
- Make reasonable adjustments to teaching and learning approaches where necessary to support language development.

- Monitor the progress and wellbeing of EAL pupils to ensure they achieve outcomes in line with their abilities and potential.
- Foster respect for all languages, cultures and backgrounds within the College community.

Where appropriate, the College will ensure pupils are supported in accessing public examinations in accordance with the regulations of the relevant examination boards and the Joint Council for Qualifications (JCQ).

College Teachers

All teachers are teachers of language and therefore share responsibility for supporting pupils with English as an Additional Language.
Teachers should seek to:

- Explicitly teach and reinforce subject-specific vocabulary and key academic language.
- Provide clear instructions, supported by written notes, visual aids or demonstrations where appropriate.
- Check understanding regularly and avoid assuming comprehension based solely on a pupil's confidence or willingness to participate.
- Model accurate spoken and written English and provide examples of high-quality responses.
- Scaffold learning through writing frames, sentence starters, glossaries, graphic organisers or other support materials as needed.
- Encourage active participation in lessons, discussions and collaborative activities.
- Recognise the value of pupils' first languages and prior educational experiences in supporting learning.
- Differentiate tasks appropriately while maintaining high academic expectations.
- Liaise with the EAL teacher and pupil's tutor regarding concerns about a pupil's language development, progress or access to the curriculum.

Teachers should distinguish between difficulties arising from English language acquisition and those which may indicate additional learning needs. Where concerns persist, staff should consult the EAL teacher, Head of Department and, where appropriate, the SENDCo to determine the most suitable support. The College recognises that EAL and SEND are distinct needs, although some pupils may have both.
House staff play an essential role in ensuring that pupils feel welcome, integrated into the College community and confident in developing their English language skills.
The College is committed to maintaining high expectations for all EAL pupils and to providing a supportive learning environment in which they can develop both linguistic proficiency and academic confidence. Pupils are expected to show initiative in developing their own use of English through active participation in lessons, co-curricular activities and daily life within the College community.

Integration

EAL students are encouraged to integrate fully. Pupils are encouraged to use English as the primary language of learning and communication during the school day in order to maximise language development and participation in College life. The College also recognises and values pupils' first languages as an important part of their identity and learning, and recognises the value of diversity and seeks to celebrate differences in language, race and culture. The College's Re-Frame Committee, annual International Week, informal celebration of national days and extra-curricular pursuits such as theatre productions are examples of this being put into practice.

References:

Legal Framework:

- *Equality Act 2010*
- *SEND Code of Practice (2015)*

General Guidance:

Technological:

Boarding Schools:

Appendix: