

## **English as an Additional Language (EAL) Policy and Procedure**

### **1. Introduction**

- 1.1 King's College School ("the School") is a multi-national, multi-cultural school that is committed to helping its pupils achieve their highest standards. The School aims to provide all of its pupils the same educational opportunities and experiences. This includes those pupils defined as having English as an Additional Language (EAL).
- 1.2 All pupils are assessed during the admissions process as per the School's *Admissions Policy*. Should a pupil's assessment lead to a concern that the pupil's level of English may become a barrier to learning or adequate social integration with their peers, further EAL assessment may be carried out by a specialist teacher, with agreement from the pupil's parents. Pupils may also be referred for an assessment at a later date after spending a period of time in the mainstream cohort if their level of English is or appears likely to become a barrier to learning. The assessment identifies the gap between the level of English being used by the pupil and that of the average of their peers. If the disparity is considered significant, any one or a combination of the following measures may be put in place:
- With approval from parents, the removal of the pupil from one or both languages (French and Latin) in order to receive appropriate language support with the Learning Support Centre;
  - With approval from parents and at additional cost, the removal of the pupil from some academic lessons to attend one to one EAL sessions with a specialist teacher;
  - The appropriate provision of access arrangements for examinations / assessments;
  - The appropriate provision of supporting resources to enable the pupil to access learning within the mainstream lessons; and / or
  - The deployment of support staff into lessons to support access to the curriculum within mainstream lessons.
- 1.3 The School tracks, monitors and analyses all pupils' progress. Any interventions which result from this analysis will follow similar procedures for EAL pupils as for non-EAL pupils. Alternative provision put in place will always be adapted to suit each pupil's individual needs.
- 1.4 Pupils who receive assistance with EAL will be fully integrated into School life and will be provided with appropriate support as required. They will be part of a class group and will follow an appropriate timetable with the help of a specialist EAL teacher. If boarding, they will live in the boarding house and be encouraged to take part in extra-curricular clubs and activities.

## **2. Responsibilities**

- 2.1 The Board of Governors have responsibility for the effective operation of this policy and for ensuring compliance; the day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review is delegated to the Head and School Bursar.
- 2.2 The School will ensure that:
  - 2.2.1 staff involved in teaching EAL pupils coordinate the provision with all relevant staff;
  - 2.2.2 training in planning, teaching and assessing EAL pupils is available to relevant staff;
  - 2.2.3 the effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;
  - 2.2.4 any mistreatment or bullying of which the School becomes aware will be dealt with in accordance with the School's *Anti-Bullying Policy*.
- 2.3 Teaching staff are expected to:
  - 2.3.1 be knowledgeable about pupils' abilities and needs in English and other subjects;
  - 2.3.2 ensure pupils' names are pronounced correctly and that they are included in classroom activities as much as possible;
  - 2.3.3 effectively plan, teach and group pupils with regard to their knowledge of specific EAL needs;
  - 2.3.4 refer any concerns about the wellbeing of a pupil with EAL to the Designated Safeguarding Lead (DSL).

## **3 Special Educational Needs and Learning Difficulties**

- 3.1 If the School has reason to suspect that a pupil with EAL may also have special educational needs or a learning difficulty, the School will take action as referred to in the *Special Educational Needs and Disabilities (SEND) Policy* which is published on the School website.
- 3.2 A pupil will not be regarded as having a learning difficulty solely because the language (or form of language) in which they are or will be taught is different from a language (or form of language) which is or has been spoken at home.

## **4 Training**

- 4.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that relevant staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

- 4.2 The level and frequency of training depends on the role of the member of staff.
- 4.3 The School maintains written records of all staff training.

## 5 Recordkeeping

- 5.1 All records created in accordance with this policy are managed in line with the School's *Data Protection and Retention Policy* and procedures.

Signed:



The Reverend Dr Stephen Cherry  
Dean, King's College, Cambridge  
Chair of Governors, King's College School

4<sup>th</sup> July 2022

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Date of Last Review:	June 2022
Date for Next Review:	June 2023
Policy Owner:	School Bursar / SENCO
Authorisation:	Chair of Governors, On behalf of the Board of Governors