

EAL POLICY

Policy	English as an Additional Language
Applies to	All students in college and boarding premises
Author(s)	Martin Meenagh/Marwan Mikdadi
Approved by	I certify I have reviewed this policy and verify that to the best of my knowledge it reflects current legislation and is in accordance with the wishes of the Governors Martin Meenagh, Principal
Annual Review	August 2019 Martin Meenagh

EAL Policy

Senior School entry

As Chelsea Independent College is a selective school, it is assumed that any pupil who does not have English as a first language will not be significantly hindered in their progress at school. However, where EAL is affecting or impeding a pupil's progress, additional support via extra reading, comprehension and speaking and listening exercises will be given to the pupil to improve their use of English. Any teacher who has concerns about the language skills of a student with a first language other than English will refer these to the Head of ESL/EAL. All parents are asked to state on their child's entry into the College, the first language of their child.

The purposes of this policy are as follows:

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

Key Principles

- Promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- Promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level. EAL should not be confused with SEN and pupils can learn more quickly alongside good language role models. Teaching staff should avoid placing students in lower-ability groups initially
- Identify language outcomes for all curriculum areas and include in medium-term planning.
- Provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- Use key visuals and other strategies to support access to the curriculum.
- Ensure that language and literacy are taught within the context of all subjects.
- Ensure that pupils not yet fluent in spoken English or the language of the curriculum receive planned support for their oral and literacy skills.
- Actively liaise with parents to help them to support their child's learning.
- Seek first language assessment to ensure the accurate identification of SEN.
- Monitor the results of statutory tests by language and set targets to address any underachievement identified.
- Provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- Celebrate multilingual skills and promote linguistic diversity with all pupils.

Sixth form direct entry

When a prospective student applies to CIC they are asked (inter alia) to provide evidence of their level of proficiency in English. The level of proficiency we are looking for is that exactly required by UK universities for acceptance on undergraduate courses.

This level of proficiency may be demonstrated by a GCSE grade in English Language, or by an IGCSE grade in English as a First Language or by their individual and overall banding in the IELTS (International English Language Testing System) Academic test.

In the case of students who have taken either GCSE English Language or IGCSE English as a First Language, anyone who has **not** achieved a grade of 4 or higher (C or better) will be placed in a class studying for the IGCSE in English as a First Language.

In the case of students who have taken the IELTS Academic test, anyone who has **not** achieved a "flat 6.5" (that is, a banding of 6.5 or higher in each of the four parts of the tests – listening, reading, writing and speaking) will be placed in a class studying for the IELTS Academic test.

Students with other English Language qualifications will be looked at on an individual basis.

Anyone who does not have the required level of proficiency will be placed in a class studying for the IGCSE in English as a First Language if English is their first language, or in a class studying for the IELTS Academic test if English is not their first language.