POLICY ON PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE
November 2021

School update	
Responsible for review of policy	Deputy Head Academic/Director of Learning Support
Last school update	February 2024
Governor Sub-Committee approval	
Sub Committee to review and approve	Academic
Review Period	3 years
Last Sub- Committee review date	November 2021
Scheduled review	**February 2027**
Approved by Sub Committee (Meeting date)	29 February 2024
Next Sub-Committee Review	March 2027
Related policies	Overseas Boarders Inclusion Policy
Uploaded to Staff Shared	March 2024
Uploaded to Website	March 2024

POLICY ON PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

1   POLICY STATEMENT

1.1   All pupils with English as an Additional Language (EAL) are entitled to full access to the curriculum.

1.2   The School strives to maximise the potential of all pupils and offers appropriate EAL support as determined by the Director of Learning Support. Such support lessons incur additional charges which are clearly published on the website.

1.3   The School stipulates additional testing on application for EAL pupils to ensure that they can fully benefit from studying at the School. The school reserves the right to amend the year of entry or deny entry to any student who would struggle to access our curriculum, and therefore make progress at the desired entry point.

1.4   It may be agreed that girls in Years 7-9 are withdrawn from Modern Languages (MFL) or Latin to receive group EAL lessons.

1.5   In addition, girls are able to sit external examinations in their home languages.

2.   ADDITIONAL ENTRANCE REQUIREMENTS FOR EAL PUPILS

2.1   Students must have age appropriate standards in the four skills, listening, reading, writing and speaking. The school uses Password to assess a student's abilities in English and Maths.The following is a guide and will ensure that the students have full access to the curriculum area they are entering:

●   **Sixth Form**   GCSE English (min level 4), IGCSE English (min level 4?), Academic IELTS (min level 6) or equivalent so able to study for Academic IELTS level 6.5 and above or C1in Advanced English qualification

●   **Years 10-11**   Students must reach a Level 5 or 6 Password Score for proficiency in English Language.

●   **Year 9** Students must reach a Level 5 Password Score for proficiency in English Language.

●   **Years 7-8** Students must reach a Level 5 Password Score for proficiency in English Language.

2.2 Pupils should forward certificated details of any qualification already acheived as part of the application process.

2.3 Pupils of any age wishing to complete a short term programme of one year or less should be able to communicate in English, to understand instructions and be prepared to undertake EAL support lessons to improve their language. All pupils will be assessed prior to entry and their subject options will be agreed as a result of these assessments.

3. PROVISION

On arrival students will be assessed to confirm their level of English.

3.1 Long Term Pupils Wishing To Complete A Full Programme Of Study

3.1.1 Sixth Formers will study the IELTS course, raising their grade to a minimum of 6.5 for university entrance. The sessions will be delivered on a 1:1 basis during study periods or lunchtimes..

3.1.2 Girls in Years 7 - 11 will be supported to access the curriculum leading to GCSE examinations. 3.1.3 Girls in Cadogan House will receive support to enable access to the curriculum and develop their vocabulary for life skills.

3.1.4 Support lessons will be charged at the rate published on the website and updated annually.

3.2 Students Wishing To Complete A Short Term Programme
3.2.1 The details of the EAL support timetable will be set up with the Director of Learning Support after students have arrived at RMS.

3.2.2 EAL support lessons will be provided each week, as appropriate, as part of the educational provision for overseas students and will be charged at the current RMS rate.

4. CONTENT OF SUPPORT LESSONS
4.1 Lessons will include: speaking, grammar, reading, writing and listening practice as well as subject work, the target being age and level appropriate communications.

4.1.1 Appropriate course books will be provided, which will be recharged, and one piece of homework will be set per support lesson.

4.1.2 The lessons will address academic language, social language, and life skills.

4.1.3 Support lessons are timetabled so as to minimise disruption to the curriculum

5. SPECIALIST SUPPORT SYSTEM

5.1 The EAL team will work closely with the Housemistress and House staff.

5.2 The EAL team of specialist teachers adheres to the outcomes and aims through the provision of individualised support pupils are encouraged in resilience, resourcefulness, reciprocity and reflectiveness in order to develop strategies to address their needs. The teachers are in a position to consider health, support achievements and encourage pupils to make a positive contribution to the wider school community.

5.3   The specialist teachers are able to provide pastoral support for the pupils as and when needed and suggest strategies in addressing a range of non-academic issues that may impinge upon the pupils' learning. The teachers use the pupils' experiences and cultures to progress their learning and meet their needs, where appropriate.

6.   COMMUNICATION

6.1   Reports will be issued by the EAL teachers as part of the normal reporting cycle. . Where there are concerns regarding the progress being made in English, these will be communicated with parents/guardians as quickly as possible.

6.1.1   The Director of Learning Support, Mrs Claire Hawkins, oversees EAL provision and can be contacted by telephone or email (chawkins@rmsforgirls.com) if parents or guardians have any comments or concerns. It is a requirement of parents and guardians that they inform the school of any academic information, medical or learning needs, including any diagnosis and any information regarding the wellbeing or safeguarding of their Child or Ward. Information should be shared as a matter of priority as and when it comes to light.