



This college provides a curriculum based on STEM subjects: Mathematics, Biology, Physics and Chemistry, Computer Science, as well as Economics and English.

A significant number of our students have English as an Additional Language (EAL), whereby their main language at home is a language other than English. Some of these students will need EAL lessons to develop their language skills, and to equip them with suitable qualifications to progress to their chosen university. Others have already acquired necessary qualifications such as English Language and Literature GCSEs or IELTS, and therefore many not need further EAL lessons.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

The key aims of the EAL Policy are:

- to apply a whole school approach and create an environment that meets all the students' needs;
- to ensure that the language needs of the students are identified, assessed, provided for and reviewed;
- to identify the roles and responsibilities of staff in providing for students' EAL needs;
- to enable all students to have full access to all elements of the college curriculum.

Educational Inclusion

Through appropriate curriculum provision, we respect the fact that students:

- have different educational and behaviour needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences

Teachers respond to students' needs by:

- providing support for students who need help with communication, language and literacy;
- planning to develop students' understanding through the use of all available senses and experiences;
- planning for students' full participation in learning, and in physical and practical activities.

Our aim is for each individual in the college community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, age, or ability, to reach his or her full potential in an inclusive environment where happiness and security is a priority.

We aim to ensure all students with EAL needs are able to:

- use English confidently and competently
- use English as a means of learning across the curriculum
- where appropriate, make use of their knowledge of other languages

Assessment

Early identification of language difficulties is vital. All students are assessed as part of the application process.

Their teachers then continue to assess and monitor the students' progress in line with existing college practices, which include a range of standardised and college-based testing. An additional factor considered is whether the student will need a suitable EAL qualification to progress to further study at university after leaving the College.

Each student who is identified as needing EAL support, is provided with five hours of class-based lessons a week from qualified EAL specialist teachers.

Duration of Support

All students are required to fully engage with taught EAL support on offer until they have achieved a suitable EAL qualification which will enable them to progress to their chosen university. Additional support beyond this level is available through a range of opportunities including essay support for various applications.

Special Educational Needs and Gifted and Talented Pupils

The college recognises that most EAL students needing additional support do not have SEN needs. However, should SEND needs be identified during assessment, EAL students will have access to the college SEND provision. Similarly, the college recognises that there may be EAL students who are gifted or talented even though they may not be fully fluent in English.

Our provision is differentiated to enable students to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet students' learning needs. Lessons have clear learning objectives: we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Plans will identify the demands of the college's curriculum and provide differentiated activities for EAL students. Where appropriate, teachers will plan activities for individuals and/or groups of students with EAL.

Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, use of language or forms of text.

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility. Displays and resources reflect cultural diversity.

Mrs Charlotte Bayliss, Head of EAL

Date of Review: Sep 2023

Date of Next Review: Sep 2025