

EAL Policy

The commitment to diversity, equality, and inclusivity is at the heart of our values at Austin Friars. Equality means creating an environment where pupils have the chance to achieve their full potential, free from barriers, prejudice, and discrimination. Inclusion is about recognising that each pupil is unique and that their needs can be met in different ways. Diversity means recognising, respecting, and celebrating the added value that differences bring. Our unwavering dedication to our school values – Truth, Love and Unity - is how we fulfil our mission at Austin Friars. It is through our commitment to diversity, equality, and inclusivity that our pupils are empowered to be authentic and succeed.

Austin Friars is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

Our school is a multicultural community and we recognise the value of a plurilingual background. We endeavour to offer the required support to all our international pupils in order to support them in reaching their full potential both academically and in their personal lives.

Definition:

In this document, we will be referring to EAL learners. An EAL learner will be defined as a pupil whose first language is not English and who might require some support to access the curriculum. This support will vary depending on the pupil's level of English.

A blended EAL approach will be referring to pupils getting both in class and out of class support as needed. It is important for EAL learners not to miss out on mainstream lessons, especially in vocational subjects like Art, Music and PE, which offer opportunities for them to socialise and improve their English conversational skills. As a result, EAL learners will be supported in lessons as appropriate and will be offered the opportunity to take part in extra English lessons.

Context:

Austin Friars has a very successful international programme set up with pupils coming mainly from China. Our international pupils' age ranges from 3 to 18 and we are committed to supporting them throughout all aspects of school. We recognise that the development of proficient English plays a key role in their integration in the community and in their academic success.

Aims:

This policy aims to provide the outline for a school wide approach based on the idea of a blended EAL provision.

Depending on need pupils will be supported in their mainstream lessons and/or taken out for extra EAL lessons.

The provision will recognise the importance of their first language and offer academic opportunities to assess and develop what can only be seen as an asset.

Assessing and Teaching:

International pupils will be offered a place after an online interview with the director of the International programme.

Upon arrival, pupils will sit an EAL assessment in all four skills: passive (Listening and Reading) and active (Speaking and Writing).

Pupils will then be provided with a personalised EAL plan which will offer them targeted support in mainstream lessons or extra EAL lessons where appropriate. Their timetable will be created accordingly, taking into account their option choices when in exam years (KS4 and KS5) in order to offer them opportunities to fully access their preferred curriculum.

This personalised plan will be under constant review as EAL pupils will be assessed at the end of every year to make sure it is still appropriate to their needs. This will inform us when it is appropriate for them to exit the EAL programme.

SEN pupils and most able pupils:

We recognise that being an EAL learner is not synonymous to being an SEN pupil and will endeavour to assess pupils' academic needs independently from their language needs.

Our EAL pupils have equal access to our Learning Support programme and will equally benefit from differentiation in any lesson they attend.

We acknowledge that plurilingualism is a strength and should be embraced, valued and encouraged both linguistically and culturally.

Staff training:

We recognise the role that each individual member of staff plays in the development of English proficiency in our International pupils. That is why we will be offering school wide training to all our staff to develop their ability to teach their own subject while offering targeted and appropriate support to our EAL pupils.

Our dedicated EAL teachers are committed to spending time within each department to help develop the Schemes of Work in a way that supports our EAL learners. This can take the shape of co-planning, co-teaching or simply signposting opportunities for development in existing Schemes of Work. Bringing their expertise to the mainstream classroom across all subjects with new ideas and resources.

It is each member of staff's responsibility to be aware of the EAL pupils they teach, how to differentiate effectively to support them, and how to put into practice different strategies. This will form part of the Heads of Departments' work scrutiny and will be fed back and monitored by the Deputy Head of Academic.

Staff:



EAL coordinator: Anne Cavelier d'Esclavelles

Dedicated EAL teacher: Louise MacDonald

TEFL trained support staff: Ros Cahill and Mickaela Smith

EAL and the wider community:

We recognise the value of our multicultural community and endeavour to liaise and involve families in school life. We are committed to celebrating and embracing the many aspects of plurilingualism as well as the different traditions and cultures that make up our school community.

Head of Languages

Summer 2025