Policy Regarding Pupils for whom English is an Additional Language

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Policy Owner	Senior Deputy Head (Academic) / Head of EAL
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Governance	Education Committee
Circulation	Parents by request Teaching staff
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Aims

At Sedbergh School we are committed to providing a quality education in English for pupils from a variety of cultural and linguistic backgrounds. We recognise that a good level of proficiency in English is integral to successful learning and social interaction at our School and we aim to make appropriate provision for all pupils for whom English is an additional language.

Each pupil's needs are assessed individually and arrangements made to meet their specific requirements; Sedbergh School does not operate a 'one style fits all' policy. Pupils are integrated into the mainstream curriculum as far as possible, with as much EAL support as they need to assist with this.

The aim of EAL support is to assist pupils for whom English is an additional language to become more proficient in their understanding and use of English and to develop pupils' knowledge of English grammar and vocabulary, whilst working on the key competencies of reading, writing, speaking and listening. EAL support reduces the impact of language as a barrier to learning and helps pupils to achieve their true potential within School, both academically and socially.

Assessment of need and EAL lesson arrangements

It has always been important at Sedbergh School to meet the needs of each individual as best we can. There are a number of ways in which we attempt to assess need on arrival, but this has to be flexible as pupils from overseas are often dealing with huge cultural changes, jet lag and homesickness; all of which may affect their early performance here.

Main approaches to assessment:

Before arrival: 'Password' online English Language Test, reports from previous school and a one-to-one interview (either in person or online). UKiSET results can also be taken into consideration.

On arrival: When necessary (for example, when 'Password' results do not appear in line with actual ability) the 'Oxford Placement Test' is used to provide a baseline assessment and provide a CEFR level. In addition to this there is an assessment of writing and one-to-one discussion with pupils, along with some individually tailored computer-based tasks. Input from Housemasters/mistresses and other subject teachers is also very valuable and the Head of EAL liaises with these members of staff in order to help build a picture of which pupils may need extra EAL support.

Pupils whose English is already advanced or fluent will not require EAL lessons. Others will be offered EAL lessons based on their level of need and some pupils will have to take EAL lessons as part of their condition of entry.

Typically:

- Year 9 – pupils have EAL lessons either instead of mainstream English and/or MFL lessons; we encourage all EAL pupils to study at least one MFL (French or Spanish) but some EAL pupils may take Study Skills in place of a second MFL option.
- Year 10 and 11 – pupils may have EAL lessons in place of mainstream English lessons and/or choose EAL as one of their four options, depending on their level of need. At the end of Year 11 pupils who have attended EAL lessons in place of mainstream English will be entered for CIE IGCSE English as an Additional Language.
- Year 12 and 13 – in Year 12 EAL lessons are offered in two of the four option blocks and IELTS club runs every Thursday afternoon. Pupils who take EAL lessons in Year 12 and 13 have the opportunity to sit the IELTS exam at Melton College, York in June. Year 13 IELTS lessons are arranged as and when necessary.

Progress of EAL pupils is assessed regularly via internal reports, tests and in discussion with subject teachers. EAL support may then be reduced or increased, depending on the needs and individual circumstances of the pupil.

EAL lessons are subject to an additional charge (with the exception of short term, immersion pupils for whom the cost is included in the package); please see the School fees document for further details.

EAL pupils in mainstream classes

As stated above, pupils for whom English is an additional language attend mainstream curriculum lessons as far as possible, so that they receive the benefit of a broad, balanced

curriculum. Staff training on teaching and meeting the specific needs of pupils with EAL is a regular part of the INSET programme at Sedbergh School and the Head of EAL is available to assist staff in delivering lessons and the curriculum in suitable ways. We promote the notion that staff should support and develop pupils' use of the English language and knowledge of British customs, culture and values, whilst at the same time recognising the importance of pupils' own language, background and culture. Teaching staff understand that a pupil's conceptual knowledge of a subject may be far ahead of their ability to express this knowledge in English. All pupils, including EAL pupils, sit CEM tests at the start of each year and the results of these are used for target setting and tracking. However, it is understood that the results of these tests may not accurately reflect EAL pupils' ability (due to language constraints) and allowances are made for this.

If concerns arise about provision for EAL pupils in a mainstream class, the Head of EAL will approach the member of staff concerned to discuss the issues and to offer support. If deemed appropriate, the Senior Deputy Head (Academic) may also be involved in ensuring that all concerns surrounding provision for EAL pupils in mainstream lessons are dealt with swiftly and effectively.

In lessons pupils are encouraged to make use of bi-lingual and English only dictionaries (either paper or computer/internet based) to assist them and most departments produce glossaries or vocabulary lists to help pupils with subject-specific vocabulary.

In examinations bi-lingual dictionaries are available for use by all EAL pupils (following JCQ regulations) and where appropriate extra time may be allowed for use of such dictionaries.

Special Educational Needs and Disabilities (SEND) and More Able Pupils

At Sedbergh School we recognise that pupils requiring EAL support do not necessarily have SEND needs. However, if SEND needs are identified, pupils for whom English is an additional language have equal access to School SEND provision. Similarly, we recognise that there may be EAL pupils who are More Able even though they may not be fluent in English; CEM tests can help us to identify these pupils. Extension work and other opportunities will be provided where appropriate so that all pupils are able to fulfil their potential and flourish.

Pastoral Care

Sedbergh School is committed to providing a safe and secure environment in which all pupils can learn and flourish, and the EAL Department plays an active role in the pastoral care of international pupils. Boarding staff and teaching staff work together to ensure all international pupils make a smooth and successful transition to our School environment and get the very best out of their time here. We greatly value the cultural and linguistic diversity international pupils bring to our School and all cultural, religious and linguistic backgrounds are respected equally. Events such as Language Lunches and breaktime International Cafes take place throughout the School year, providing important opportunities for pupils with the same first language to meet and socialise.

C L Bettney
September 2026

EAL Policy – Action Points

UNDERTAKING	**BY WHOM**
• Assess pupils for whom English is an Additional Language before arrival and on arrival at Sedbergh to identify if additional support to improve proficiency in English is required	EAL Department (alongside Admissions staff before pupils arrive)
• Regularly review the progress of EAL pupils through internal reports, tests and discussion with subject teachers	EAL Department, tutors, teachers in charge of year groups, Heads of Departments and subject teachers
• Provide extension work for more able children receiving EAL teaching	Subject teachers in conjunction with EAL Department
• Provide support for EAL pupils who also have Special Educational Needs	Learning Support Department, EAL Department and subject teachers
• Review this policy on annual basis.	Head of EAL / Senior Deputy Head (Academic)