



English as an Additional Language (EAL) Policy

1. Introduction

Kingston Grammar School is committed to making adequate provision for the teaching and learning of students for whom English is an additional language (EAL) and to helping them achieve their highest possible standards by ensuring their additional needs are met. We aim to encourage natural acquisition of English so students can use language competently and confidently, ensuring equality of access to the curriculum and co-curricular activities. All teachers participate in the teaching of English as well as in the teaching of their own subject area and thus share responsibility for the language development of EAL students. Having a home language other than English is not considered to be a learning difficulty, but the School recognises that a child who has EAL may also have Special Educational Needs and Disabilities (SEND) and have an Education Health Care Plan (EHCP).

2. Definition of EAL

A student with EAL is one whose first language is not English, including fully bilingual students and those born in the UK in a family whose main language spoken at home is not solely English. Many students at Kingston Grammar School identify English as their first language, but not their only language.

3. EAL at Kingston Grammar School

At 11+ entry students gain a place at the School through a selective examination and interview process. At Sixth Form, all entrants go through an interview process and screening is undertaken by subject specialists to ascertain individual suitability. All students admitted to the School are deemed to have sufficient competence in English language to fully access the curriculum.

4. Identification and provision for EAL

- EAL students are identified upon admission to the School through information provided by parents/carers. This information is used to maintain and update an EAL student register.



- Interviews with applicants may also flag up language difficulties which could be EAL related.
- Feedback from Heads of Year, tutors and subject staff may raise questions regarding potential EAL difficulties and students requiring support can be referred to the Learning Support Department.
- If a student were identified as requiring support specifically because of the impact of EAL on their studies, teachers would be made aware and given guidance where necessary.
- The Learning Support Department provides support if possible and/or when appropriate. These would be literacy-based sessions and not additional English Language instruction or tuition.
- EAL students who meet the strict criteria set by the Joint Council for Qualifications (JCQ) may be eligible for Access Arrangements (see below). This would need to be determined and approved by Learning Support.

5. Exam Access Arrangements

When needed, the School will provide bilingual translation dictionaries as a normal way of working for students; all our Access Arrangements are in accordance with the JCQ Regulations (AARA 5.18).