



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). Lack of English does not equate to a lack of knowledge, skills or understanding.

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. Students identified as having EAL remain on the EAL register throughout their time at the school.

3. Aims:

We aim to ensure that students with EAL will:

- Use English as a means of learning across the curriculum.
- Use English confidently and competently in a range of situations, in a variety of subjects and with differing audiences.
- Build their own personal knowledge of other languages and cultures.
- Recognise their strengths and take pride in their contributions to the life of the school.

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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.
- The Learning Support Department provides 1:1 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 (5.18).

We can award up to a maximum of 25% extra time for students who have lived as a resident in the UK for less than two years. Prior to their arrival in the UK, EAL students are not eligible if they were taught in an international School, speak English at home, and were prepared for exam papers set in English, such as IGCSE or IELTS qualifications. 10% extra time is also to be considered for those who use electronic dictionaries.