



Bolton School Boys' Division Provision for English as an Additional Language

It is the policy of Bolton School that all pupils should have access to all areas of the whole School curriculum and be given the opportunities for the achievement of their educational potential.

Bolton School Boys' Division therefore aims to provide support for pupils who have a home language [the first language spoken at home] other than English and who are in the process of learning to use English as an additional language for educational purposes. These pupils are identified as EAL.

Occasionally we have pupils on roll who have very little fluency in English. The School is committed to making appropriate provision for teaching and learning and the overall well-being and pastoral care of pupils who are identified as EAL. The School will identify the needs of EAL pupils, recognise the skills they bring to the School and ensure equality of access to the curriculum and extra-curricular activities. Lack of English does not equate to a lack of knowledge, skills or understanding and having a home language other than English is not considered to be a learning difficulty [the School recognises that EAL pupils may also have other SEN needs].

EAL applicants are subject to the same admissions procedures as other applicants, taking the English, VR, NVR and Mathematics papers. Those applicants with EAL needs are normally identified by parents being asked to state the language normally spoken at home on the application form or sometimes through information provided by their junior school's reference. At the admissions interview, we seek to discover a boy's strengths, qualities and skills, which may not be reflected in his performance in the entrance exam. The level of required EAL support for a successful applicant will be identified at this stage and reasonable adjustments will be made by the School to accommodate these needs.

The level of support needed will be arranged following discussion between the Deputy Head (Admissions and Achievement), the Deputy Head (Academic), the EAL Coordinator, the Head of Learning Support, the Head of Year and the pupil's English teacher.

Support provided for EAL pupils is designed to help improve the pupils' spoken and written English, in order to enable the pupil to use English confidently and competently; to allow access to learning across the whole curriculum and to external assessments [GCSEs/AS/A2 Levels].

The support is normally in the form of the provision of tuition by the EAL Coordinator and EAL tutors to ensure that all EAL pupils have access to extra support and a coordinated programme of EAL self-study in pupils' free period slots in the library. The EAL Coordinator will work in liaison with pupils' teachers to identify areas of further work required in EAL lessons and self-study periods.

All staff teaching an EAL pupil will be made aware of their needs via communication from the EAL Coordinator, to allow them to make provision in their lessons; by planning to use concrete and visual materials, allowing group work with fluent English speakers and providing differentiation in activities and tasks. All teachers share the responsibility for the language development of EAL pupils since all participate in the teaching of English as well as in the teaching of their own subject area. Advice and INSET training is provided for colleagues on EAL matters.

The EAL Coordinator and tutors will monitor the EAL pupil's progress, future needs and EAL level in iSAMS to alter teaching provision as appropriate. Although EAL pupils may become conversationally fluent quickly, it takes much longer for them to become fluent writers.

September 2015

Next Review: September 2017