



English as an Additional Language (EAL) Policy

Purpose and scope

Trinity values multilingualism and recognises the contribution that students' languages, experiences and perspectives make to the School community. The School maintains high expectations for students using English as an additional language. Teaching and support enable students to develop their English proficiency, demonstrate their academic abilities and participate confidently in school life.

This policy applies throughout the School, including the Sixth Form. It should be read alongside the Admissions, Teaching and Learning, Assessment, Feedback and Reporting, SEND and Accessibility, Child Protection and Safeguarding policies, and relevant examination procedures and regulations.

Definitions and principles

EAL students use English in addition to another language or languages. Students using EAL have differing levels of English proficiency and may or may not require additional support. EAL status does not indicate academic ability.

EAL is not itself a special educational need, although students may have both EAL and SEND. Conversational fluency does not necessarily indicate proficiency in the academic English required to access demanding texts, explanations, and extended writing.

Support responds to individual needs and builds on students' existing knowledge and linguistic strengths.

Legislation and guidance

The School complies with applicable requirements of the Equality Act 2010 and the Education (Independent School Standards) Regulations 2014, as amended. EAL provision is informed by relevant specialist guidance. Examination access arrangements follow current JCQ and relevant awarding-body requirements.

Admission of students using EAL

All students applying to the School must demonstrate sufficient proficiency in English to access the curriculum and participate in school life, taking account of the support the School can provide. Some students may benefit from specialist EAL teaching to develop the academic English required for their studies and public examinations.

No student will be refused admission to the School solely because they use English as

an additional language. Applications are considered under the School's Admissions Policy, taking account of academic potential, English proficiency and individual support needs. Where additional EAL support needs are identified during admissions, the School discusses the proposed provision with parents.

Identification and assessment

The School identifies language-support needs through the entrance questionnaire, entrance examinations, the interview process, the use of the LUCID screening test for all new students in the First Year and above, or from class teacher observations. When a student is identified as having EAL needs, a full EAL assessment will be administered.

The system of assessing students is based on the Bell Foundation's EAL Assessment Framework. The rigorous screening and entry process seek to admit only those students whose language skills enable them to meet the required academic standards of the School.

If learning needs are identified, the Learning Support Department will create a Pupil Passport, formerly known as an Individual Education Plan (IEP), to ensure that teachers differentiate their lessons appropriately. Learning Support may also offer a course of additional support to aid in the accessibility of the curriculum. On some occasions, it may be appropriate for an EAL student to be withdrawn from lessons to allow additional support from the Learning Support Department. This decision will always involve the Head of Section and either or both the Deputy Head (Academic) and Assistant Head – Teaching and Learning.

The names of EAL students will be kept on the School's database and IEPs will be made available to all members of teaching staff.

Pastoral care and partnership with parents

The Learning Support Department places a great deal of emphasis on EAL students' self-esteem and self-confidence. A close and purposeful relationship between the Learning Support Department and the parents of EAL students is also considered very important. Parents contribute to identifying needs and reviewing support.

Pastoral support is also available through the Form Tutor, Head of Year and Head of Section.

Examination access arrangements

EAL status alone does not establish entitlement to extra time or another examination arrangement. Trinity School adheres to the Joint Council for Qualifications (JCQ) and relevant awarding-body regulations with regards to any adjustments for students using EAL.

Responsibilities and review

The Director of Learning Support alongside the EAL Lead coordinates EAL assessments, provision and advice, drawing on specialist expertise where necessary. Teachers implement agreed strategies, and Heads of Department review provision within their subjects.

The Assistant Head – Teaching and Learning oversees implementation. Findings

inform professional development and improvement priorities, with governor oversight through the Teaching and Learning Committee.

Questions or concerns should be raised with the Head of Learning Support. Unresolved concerns may be referred to the Assistant Head – Teaching and Learning.

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