



THE BUCHAN SCHOOL

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KING WILLIAM'S COLLEGE

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# **King William's College and the Buchan School English for Speakers of Other Languages (ESOL) Policy**

Latest Review: 05/21

Next Review: 05/23

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# KING WILLIAM'S COLLEGE AND THE BUCHAN SCHOOL

## ESOL POLICY

### 1. Introduction and aims

We aim to provide every pupil, regardless of their first language, with an inclusive education that will enable them to feel that they have a valuable part to play within their work, social and cultural environment. To that end we aim to identify the needs of ESOL students early, provide language support for those who require it and address their individual needs.

### 2. King William's College

2.1 The English skills of every pupil are tested if possible before and on entry into College and their needs are assessed. To that end the Head of ESOL works closely with the admissions team and the Deputy Head Academic. Previous school reports, a letter of introduction and an interview with the pupil either in person or by phone are used to assess initial needs before admission. The Oxford Placement Test is administered during the first week of the new academic year to all new ESOL students. This covers grammar and listening comprehension.

2.2 The results of these tests are used by the Head of ESOL to decide the appropriate level of support each student requires. Those pupils who display a specific need or who require additional help with specific language skills are offered one-to-one support.

2.3 Support is given on the basis of withdrawal from lessons. For Fourth Form and Fifth Form pupils this usually takes place during MFL lessons, 2-4 lessons per week. For those students who have already studied one or two foreign languages and would like to continue, lessons will be provided during lunchtimes or after school. IB students will be offered the opportunity to attend an ESOL Clinic one lunch time per week. In the rare case where an individual IB student requires additional ESOL support, one-to-one lessons will be offered during free periods in their timetable or during lunchtimes or after school.

2.4 These lessons would cover the following:

- Reading – individual reading to encourage interest, fluency, accuracy and comprehension.
- Vocabulary building – using a variety of topic-based exercises to enable the understanding and use of everyday vocabulary and expanding subject specific vocabulary used in academic classes.
- Writing Skills – organising and structuring different types of writing and covering grammar.
- Pronunciation – creating an awareness of and practising the different sounds of the English language by familiarising the pupil with phonetic symbols and using a variety of activities.
- Additional support – to encourage study skills and to promote social and life skills taking the cultural background of the pupil into account and encouraging full immersion and integration into the academic and cross-curricular life of the school.

- 2.5 Parents are contacted by the Head of ESOL to discuss the support arrangements that can best meet the needs of their child. Parents are also encouraged to contact the Head of ESOL at any stage throughout the academic year should they have any concerns.
- 2.6 When dealing with parents with limited English the ESOL department will arrange for interpreters if necessary and ensure that letters home are translated where necessary. At the end of the January examinations all overseas parents are invited to attend a special overseas parents' weekend to experience their child's school, to meet both academic and pastoral staff and tutors and to discuss their progress. In addition, the school recognises that it is not always possible for overseas parents to attend parent-teacher meetings. In order to keep those parents informed the school offers meetings with teachers at the convenience of the overseas parents outside scheduled meeting times. The ESOL pupil's tutor will also collect progress information on their tutee and email this to overseas parents if they are not able to come in person.
- 2.7 Pupils who do not study a foreign language to GCSE level still have the opportunity to start a foreign language from scratch in the Sixth Form by taking one of the *ab initio* language courses in the IB.
- 2.8 It is generally accepted that some pupils may encounter areas of difficulty with their studies. Subject teachers are able to refer a pupil at any time to the ESOL Department whom they feel may benefit from extra support, even if this pupil does not receive regular ESOL lessons.
- 2.9 In respect to internal and external examinations, the ESOL Department deals with access arrangements for those pupils entitled to examination concessions either in the form of extra time or the use of a dictionary. Applications for particular concessions have to be made by the College to the examination boards prior to the external examinations taking place.
- 2.10 Students will undergo formative and summative assessments to monitor their progress and adjust lessons to address their changing needs. Ultimately, students should be enabled to pursue their studies with little or no ESOL support; however, ESOL support can be taken up again at any stage the pupil or their teachers see a need for it.
- 2.11 The school offers lessons for those who wish to gain the IGCSE ESOL, IELTS or similar qualifications.
- 2.12 All one-to-one ESOL lessons are charged for.
- 2.13 It is the responsibility of departments that the needs of ESOL students are addressed by providing suitable support material to ensure they have equal opportunities to reach their potential in each subject. The ESOL department offers support to all subject teachers, who are encouraged to contact the Head of ESOL as soon as issues arise.

### **3 The Buchan School**

- 3.1 ESOL children at The Buchan are assessed when they apply for a place. In most cases they learn English by immersion in the language. This is achieved by allowing the child to attend lessons with the peer group, but also by enabling them to join a lower year group for some English lessons (where applicable). In addition they may join a small group who are having a phonics boost. Private lessons are also available, at an additional cost to the parents.
- 3.2 The Buchan Head of Learning Support will contact the Head of ESOL if any subject specific concerns arise and lessons will address the changing needs of the pupil accordingly. The Head of ESOL and Head of Learning Support may also look at the pupil's subject specific work and liaise with the subject teacher directly if issues are identified.

### **4 Learning Support**

- 4.1 The Learning Support Department in the relevant school will be contacted if a pupil displays difficulties that appear to go beyond language acquisition. The Head of ESOL will try to gather as much information as possible about mother tongue learning difficulties. This is to be done with great sensitivity as Learning Support needs are still stigmatised in some countries.
- 4.2 In general, ESOL pupils should not be treated as Learning Support pupils. The majority of them will not have learning difficulties, but language needs that should be met with the required ESOL support.