

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND SPECIAL EDUCATIONAL NEEDS (SEN) – INCLUDING WELFARE ARRANGEMENTS

Policy

It is the aim of the International College to ensure that all students learn as effectively as possible and are able to access all areas of College life as fully as possible. The International College believes that all its students have special educational needs, coming from a variety of cultural backgrounds, incorporating many different learning methods. Similarly, the College caters for students with a wide range of linguistic ability. The College, therefore, has developed techniques to try to ensure that effective learning takes place including specialised teacher training, small class sizes and very careful monitoring. The College does accept, however, that there are occasions when students may experience difficulties beyond what would be expected. In this case a full analysis would take place involving members of the College staff, and external testing sought and acted upon as appropriate.

English as a Additional Language

The International College accepts that all students are non-native English speakers and creates both a boarding and academic culture that allows it to try and overcome any linguistic difficulties that may restrict progress in any area of College life. Such a culture is supported by:

- Initial EAL testing and setting according to linguistic level
- Small class size (maximum 8 students)
- Regular student monitoring including individual tutorials with the Vice-Principal
- Specialised teaching staff who are either/both trained and qualified in teaching English as an Additional language irrespective of the subject they teach.
- Boarding staff who are also trained or qualified to understand and EAL need and develop student confidence.
- A newly-appointed Teacher programme for every member of staff which fully involves the English department, again irrespective of the subject the newly-appointed member of staff teaches.
- Specially designed educational material, including worksheets, a College-developed vocabulary book/dictionary, greater emphasis on language explanation/ development in the lesson.
- Sympathetic understanding from all staff, particularly in the first few weeks.

Special Educational Needs

The International College acknowledges that some students may have academic problems beyond those which can be attributed to linguistic difficulty, culture shock or a differing teaching methodology in their own country. Such problems are highlighted in three ways:

1. Parental explanation prior to/ on arrival (ie dyslexia, ADHD...)

2. Parental request for testing
3. Careful individual monitoring highlighting a potential issue

When a situation arises that needs further investigation. The Vice Principal and the College SEPPCO (Special Educational Processes and Procedures Co-ordinator) will discuss the best way forward with the Head of Year, class teachers and boarding staff. As appropriate, and following full consultation with parents/ guardians/agents the following procedures will be put in place:

- Book an appointment with an Educational Psychologist
- Deliver the assessment at the International College
- Creation of draft teacher/boarding notes and guidelines following receipt of the report
- Minuted meeting of all teachers concerned plus representative of boarding staff to finalise the best teaching boarding methodology
- The setting up of extra support (eg individual lessons) as required.
- Creation of an IEP (individual Education Plan) for the student concerned
- Discussion of IEP with student (usually with Vice-Principal)
- Further minuted meetings with staff and follow-up with feedback from student concerned
- Further correspondence with parents/guardians/agents

Since all students are from outside of the UK, the International College monitors the welfare of its students closely. This is done primarily through House staff and Heads of Year although all members of staff have a role to play.

Welfare

If necessary, a special IWP (individual Welfare Plan) will be drawn up by the Head of House for any student giving rise to particular concern, following consultation with the Senior Housemaster or Vice-Principal as appropriate.

Note: *The College accepts that any tests undertaken are in a student's second language and will bear this in mind when evaluating the educational psychologist's report. On occasions where it is possible to do so, the College may request an educational psychologist's report to be undertaken in a student's own language, probably in their own country. This would then need to be sent to the College and translated for further evaluation.*

Revised by CJG June 2010

Checked by PAH June 2010