

Packwood

Part of the Shrewsbury  
School Family



# Support for International Pupils

## EAL Policy

*This information, along with any school information, can be made available in other languages on request*

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Produced by: SENDCo, Deputy Head (Pastoral Care and Safeguarding) and Boarding and Pastoral Mentor	
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Signed: James Pitt, Chair of Governors	

## Introduction

Packwood is proud to welcome several pupils from overseas as boarders, either as full-time pupils or as part of a short-term immersion programme.

This document seeks to capture the support provided to our international pupils, their parents, agents and guardians, and should be read alongside the *Internal Admissions Guidance* document. The school also adheres to the statutory obligations set out by the UK Home Office, and undergoes regular inspections through the Border Agency.

## Support for international pupils

The Houseparents play a key role in supporting our international pupils, supported by the Form Tutor, pastoral and safeguarding team and Admissions Registrar.

Packwood has appointed an experienced boarding practitioner to liaise between houseparents, child, parent, guardian and any host families. As well as maintaining records necessary for compliance with UKVI, they will be the key point of contact during the child's stay at Packwood. The Boarding & Pastoral Liaison is responsible for supporting the welfare, integration and day-to-day pastoral needs of international pupils within the boarding and school community. They act as a key point of contact between pupils, boarding staff, parents, guardians, agents and external partners, ensuring that international pupils are safe, supported and fully able to thrive both academically and socially.

They offer essential support for all international students in addition to that provided by their parents and Educational Guardian, including but not limited to: coordinating travel details, meeting new arrivals, assisting with settling in, ongoing pastoral care, supporting with scholarship arrangements, advocating in the case of any dispute.

## Settling in

Recognising the impact of coming to a new school, likely as a boarder for the first time and with language and cultural differences, the settling in period is key.

Packwood:

- Through the admissions process, we ensure to the best of our ability that the school is the right fit for the child and they will get a lot out of their experience here.
- Engages with parents, guardians and agents prior to the pupil arriving to ensure all questions are answered and to provide support with travel arrangements, uniform and to offer virtual tours of the school.
- Upon arrival at Packwood, the family (and agent / guardian) is given a tour of the school, provided with information, photos are taken as a memento and the team are on hand to ensure the first impressions and experiences are positive.
- Packwood prides itself on the inclusive culture and ensures the child is kept busy, immersed with their friends and placed in a class with the right balance to enable full immersion into the school and English language.

## Ongoing care and support

Great care is taken to balance full integration into the school with the needs of the individual pupil. This is the role of the Boarding and Pastoral Mentor, in collaboration with the Houseparents, Form Tutor and Deputy Head (Pastoral Care and Safeguarding). The agent and guardians play a key role in this in

ensuring timely information and feedback is provided to parents, and there exists a strong team around the child.

# English as an Additional Language Policy (including EYFS)

## 1. Introduction

1.1 A number of our children have particular learning and assessment requirements which are linked to their progress in learning English as an additional language.

1.2 Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

## 2. Aims and Objectives

2.1 Our school curriculum secures entitlement for all children to all areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as pupils at Packwood.

2.2 The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language.

## 3. Teaching and Learning Style

3.1 In our school teachers take action to help children who are learning English as an additional language by various means:

a) Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight the different ways in which English is used;
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encouraging children to transfer their knowledge, skills and understanding of one language to another;
- Using accessible texts and materials that suit children's ages and levels of learning;
- Providing support through IT, dictionaries, translators, readers and amanuenses;
- Using the home or first language where appropriate and if available.

## 4 Curriculum Access

4.1 All children in our school follow the curricular requirements of the School's Curriculum Policy. Children with English as an additional language do not produce separate work.

4.2 The children can receive up to five hours one-to-one support each week, depending on their needs, in the Learning Support Department. We also aim, within the Learning Support Department to provide a broad understanding of the history and culture of Great Britain.

## 5 Assessment

5.1 We test understanding of vocabulary with The British Picture Vocabulary Scale and grammar with the Oxford University placement tests, where appropriate. The school carries out on-going recording of attainment and progress in line with agreed school procedures.

5.2 In examinations they are offered a reader, the use of dictionaries and translators and extra time in accordance with the rules of ISEB.

5.3 For school exams we provide a reader where required and they are allowed extra time. The language support teacher offers support to children with English as an additional language during the school exams.

## **6 EYFS**

6.1 In the EYFS setting the EYFS teacher will liaise closely with the parents so that where practicable the child's home language can be supported in school alongside their learning of English.