



English Additional Language (EAL) Policy

The Education Committee is responsible for this policy.

Last Reviewed: August 2026

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Related Policies

This policy should be read in conjunction with the school's:

- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Special Educational Needs (EYFS) Policy
- Curriculum Policy
- Equal Opportunities Policy
- Admissions Policy
- Early Years Foundation Stage Policy

This policy has regard to the Equality Act 2010, the Education (Independent School Standards) Regulations 2014, the Independent School Standards Guidance (April 2026), the Early Years Foundation Stage statutory framework and Keeping Children Safe in Education (KCSIE) 2026.

Aims

This policy aims to ensure that pupils with English as an Additional Language are welcomed, valued and fully included in school life. We are committed to providing pupils with appropriate support so that they can develop confidence and fluency in English, access the full curriculum and achieve their potential.

We aim to:

- identify pupils' language needs accurately;
- provide high-quality teaching and appropriate additional support where needed;
- maintain high expectations for pupils with EAL;
- recognise and value pupils' home languages, cultures and experiences;
- work in partnership with parents and carers;
- monitor progress carefully and respond to any barriers to learning;
- ensure that pupils with EAL can participate fully in the academic, social and pastoral life of the school.

English as an Additional Language (EAL) refers to pupils whose first language is a language other than English, including pupils who use more than one language at home or in their community. Pupils with EAL have a wide range of English proficiency, from those who are new to English to those who are fully fluent. We recognise that some pupils who are learning English as an additional language will require support to enable them to communicate effectively and access the full curriculum. We aim to give all pupils the opportunity to overcome barriers to learning and assessment and welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.

We aim to help pupils with EAL become confident and fluent in speaking, listening, reading and writing in English. Pupils may be offered additional intervention to support their acquisition and development of English. Where considerable additional provision is required on a regular 1:1 basis, the Headteacher may request that parents meet the additional costs of individually tailored lessons. We make freely available to parents particulars of the educational and welfare provision for pupils for whom English is an additional language.

EAL and SEND

English as an Additional Language is not a special educational need. Pupils with EAL should not be identified as having SEND solely because they are developing proficiency in English. Where concerns exist about a pupil's progress, staff will consider the pupil's development across different areas of learning, their progress over time and, where possible, their competence in their home language. Information from parents will form an important part of this assessment.

A pupil may have both EAL and SEND. Where there is evidence that difficulties extend beyond those which could reasonably be attributed to learning English as an additional language, the school's usual SEND procedures will be followed.

EAL and Safeguarding

The school recognises that language barriers may affect a pupil's ability to understand safeguarding information, communicate concerns or disclose abuse, neglect or exploitation. Staff will remain alert to this and ensure that limited proficiency in English does not prevent a pupil's voice from being heard.

Staff will ensure, as far as reasonably possible, that pupils with EAL understand key routines and safety information, know how and where to seek help and have appropriate means of communicating concerns. Staff should remain professionally curious where language or communication difficulties may be a barrier to a pupil expressing a concern.

Any safeguarding concerns about a pupil with EAL will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Teaching and Learning

Pupils with EAL should have access to an ambitious, broad and balanced curriculum. Teachers and practitioners are responsible for ensuring that teaching is accessible while maintaining appropriately high expectations. Staff will:

- create a socially inclusive environment in which different languages and cultures are recognised and valued;
- identify and build upon each pupil's strengths and previous educational experiences;
- recognise that acquiring proficiency in an additional language takes time and that pupils will progress at different rates;
- use adaptive teaching to enable pupils to access learning alongside their peers;
- explicitly teach, model and revisit key vocabulary, including subject-specific vocabulary;
- use visuals, modelling, gestures, concrete resources and other appropriate scaffolds to support understanding;
- provide pupils with sufficient time to process language and formulate responses;
- encourage pupils to contribute while recognising that some pupils who are new to English may initially understand considerably more English than they are ready to use;
- provide rich models of spoken English and opportunities for purposeful talk with adults and peers;
- use appropriate grouping to support language development and participation;
- provide appropriate reading, phonics and audio resources according to pupils' identified needs; and
- ensure that support with English does not unnecessarily reduce the cognitive demand or ambition of the curriculum.

Assessment and Monitoring

Assessment of pupils with EAL should enable teachers to establish what pupils know, understand and can do, while recognising that developing proficiency in English may affect how pupils are able to demonstrate their knowledge.

When appropriate, information will be gathered about a pupil's previous education, languages spoken, literacy and proficiency in their home language and previous experience of learning English. Parents and carers are an important source of this information.

Teachers will use a range of evidence to monitor pupils' progress in English and across the wider curriculum. Assessment information will be used to identify appropriate support and challenge and to inform future teaching.

Where appropriate, consideration will be given to a pupil's proficiency in English when interpreting assessment outcomes so that limited English proficiency is not mistaken for limited subject knowledge or ability.

Early Years Provision

In the Early Years, children with EAL will be provided with sufficient opportunities to learn and reach a good standard in English language. Bilingualism and multilingualism are recognised as an asset, and children's home languages, cultures and backgrounds are valued within the setting.

Children with EAL will be assessed across all areas of learning and development in accordance with the Early Years Foundation Stage (EYFS).

When assessing Communication and Language and Literacy, practitioners will assess children's skills in English. Where a child does not yet have a strong grasp of English, practitioners will explore the child's skills in their home language with parents and/or carers, where possible, to

help establish whether any concerns relate to the acquisition of English or may indicate a possible language delay or additional need.

Practitioners will use observation, information from parents and carers and ongoing assessment to develop a rounded understanding of each child's learning and development.

Parents as Partners

We recognise the importance of working closely with parents and carers and aim to ensure that all families feel welcomed and able to participate fully in their child's education.

Information gathered from families can provide valuable insight into a child's background, languages, previous educational experiences, strengths and individual needs.

Where parents or carers do not speak English, or lack confidence in communicating in English, the school will consider appropriate alternative methods of communication to help parents understand important information and participate in decisions about their child.

Children should not normally be used to interpret sensitive or important information for adults.

An Inclusive, Language Rich Environment

We provide a welcoming, inclusive and language-rich environment in which all children are supported to communicate and participate with confidence. Resources reflect and value the languages, cultures and backgrounds of the children within the setting.

Practitioners develop an understanding of children's home languages and cultures and may learn key words or phrases to support communication and belonging. Meaningful interactions, modelling and routines are used to develop vocabulary and language, with visuals, objects and gestures used where helpful to support understanding.

Children's home languages are valued and respected, and children are encouraged to use them where appropriate.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Audit and Compliance Committee, Education Committee, Finance and General Purposes Committee, Health, Safety and Wellbeing Committee, Safeguarding and Child Protection Committee and Sales and Marketing Committee.