



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Person(s) responsible for this policy		Deputy Head (Academic) Head of Learning Support (Senior School) Head of Supported Learning Needs and Academic Welfare (Prep School)	
Last review by	C Weatherhead R Watson	Review date	September 2026
Date of next review		September 2027	

Aims and Objectives

We promote the principles of fairness and justice for all pupils, through the education that we provide, so that our pupils can realise their full potential academically and socially and to develop as responsible citizens.

We aim to ensure that EAL pupils:

- have access to a broad, balanced and relevant curriculum.
- can communicate to have their needs met
- use English confidently and competently
- Can use English as a means of learning across the curriculum
- Parents of EAL pupils are involved in decision making
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are actively supported and celebrated.

Defining EAL

A pupil who has EAL is a pupil whose home language is not English. This encompasses pupils who are fully bilingual (or trilingual etc) and all those at different stages of learning English.

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

'EAL' therefore covers a very broad spectrum of competence, knowledge and prior experience. Accordingly, EAL pupils will need varying levels of provision and different types of support.

For planning appropriate provision and communication between staff, EAL pupils' competence in English is

assessed using the Bell Foundation Assessment Framework, which looks at Speaking, Listening, Reading & Viewing and Writing. Pupils will be allocated a Band of proficiency: English language Proficiency in each strand is represented by five Proficiency bands and each band has a descriptive label:

- A. New to English/Beginning
- B. Early acquisition/Emerging
- C. Developing competence/Expanding
- D. Competent/Diversifying
- E. Fluent

Identification and assessment

Parents/Guardians are required to identify their child's home language on the application form and may be asked to provide additional information. This information will be shared with the EAL Coordinator. The school has many pupils for whom English is an Additional Language (EAL); however, it is recognised that not all students identified as EAL will require additional support.

In both Senior and Junior schools, to provide fully for EAL pupils, they must first be identified and the nature and extent of their need must be assessed.

Information may be taken from

- the admissions department;
- the application form;
- entrance papers;
- previous school or parents/guardians;
- A group or whole school language audit.

Assessment tools may include:

- An analysis of entrance papers;
- Formal assessment in reading, writing, speaking and listening;
- Work sampling;
- Teachers' comments and observations;
- School reports and references;
- Input from pupils and from parents where possible.

Teaching and Learning

We act to help pupils for whom English is an additional language by various means:

- Care with use of appropriate language and vocabulary by teaching staff in all classes
- Scaffolding and differentiation where necessary by resource, task, support and response
- Additional visual support, where appropriate, e.g. posters, objects, nonverbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, if appropriate, e.g. dictionaries, on-line support, bilingual staff/students, texts, key word lists.
- Opportunities may be taken to focus on cultural knowledge in assemblies and explicitly or implicitly in texts
- Discussion is provided if necessary, before and during reading and writing activities

- Further support for students' language development is provided outside the formal curriculum, during the students' free periods or during the lunch hour.
- Individual or small group lessons are organised, where necessary
- Where possible and appropriate, the school will provide opportunities for EAL pupils to take an additional GCSE examination in their home/first language.
- Provide subject specific vocabulary lists, simpler text books etc.
- For EYFS pupils there are opportunities to use their home language in play learning

Special Educational Needs and/or Disabilities

SCHS recognises that most EAL pupils needing support with their English do not have SEND needs. However, should SEND needs be identified during assessment, EAL pupils will have equal access to school SEN provision, in addition to EAL support.

Monitoring and Evaluation of this Policy

The implementation of this policy will be reviewed, monitored and evaluated via:

- the outcomes of school inspection;
- review of public examination results;
- review of internal examination results;
- use of pupil voice and feedback from parents;

Parents/Carers and the Wider Community

- We provide a welcoming admission process for the induction, assessment and support of new pupils and their families/carers.
- We take account of our families' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- We aim to work closely with members of the wider community to support our EAL pupils.