



Policy Document:	EAL (English as an Additional Language)
School's Lead Member of Staff:	Head Teacher
Lead Governors (monitoring):	Governor with responsibility for Curriculum, Teaching & Learning
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Chair of Governing Body signature:

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

1. Introduction

This policy outlines the school's approach to supporting pupils with English as an Additional Language (EAL). The term 'EAL' refers to pupils who have been exposed to a language at home that is known or believed to be other than English.

The school recognises and values the diversity of culture and language represented within its community. Language is central to a pupil's identity and sense of belonging. As pupils develop proficiency in English, the school affirms that bilingualism is an asset, and that a pupil's first language continues to play a significant role in identity, learning and the acquisition of additional languages.

Within a Christian understanding of education, the school seeks both to equip pupils with the language needed for full participation in the academic and communal life of the school and to value the cultural backgrounds they bring. The aim is that pupils with EAL are enabled to flourish academically, socially and personally.

The school recognises that many pupils with EAL may be described as 'Third Culture Kids' or 'cross-cultural children', whose identity is shaped by more than one cultural context. Their pastoral as well as academic needs are therefore considered within the school's wider systems of care and support.

2. Legislation and guidance

This policy is informed by:

- The Independent School Standards Regulations, which require that teaching, assessment and curriculum provision meet the needs of all pupils, including those with EAL
- The Early Years Foundation Stage statutory framework, which requires that children develop a secure foundation in English while recognising the value of home language
- Guidance and research from organisations including The Bell Foundation, NALDIC and NASSEA

The school ensures that provision for pupils with EAL is consistent with its duties under the Equality Act 2010.

3. Aims

The school aims:

- To enable pupils with EAL to become confident and fluent in speaking, listening, reading and writing in English
- To ensure that pupils with EAL are able to access the full curriculum and achieve their academic potential

- To implement effective strategies to support language acquisition across all areas of learning
- To encourage pupils to practise and extend their use of English
- To work in partnership with parents to support language development
- To monitor pupils' progress regularly and systematically
- To value and build upon the cultural and linguistic experiences that pupils bring
- To maintain pupils' self-esteem and confidence by recognising and affirming their linguistic identity
- To ensure that EAL provision is systematically assessed, monitored and reviewed so that pupils make sustained and measurable progress.

4. Roles and responsibilities

4.1 Governing body

The governing body is responsible for ensuring that EAL provision is developed, monitored and evaluated in line with the Independent School Standards and EYFS requirements.

4.2 Head Teacher

The Head Teacher is responsible for ensuring that:

- Admissions processes provide appropriate guidance regarding EAL needs
- Pupils with EAL are appropriately assessed and supported
- Sufficient provision is made to enable access to the curriculum

4.3 EAL co-ordinator

The EAL co-ordinator has oversight of the identification, provision and monitoring of pupils with EAL. This includes:

- Maintaining an accurate register of pupils with EAL
- Ensuring baseline assessment on entry
- Coordinating the setting and review of termly language targets
- Coordinating provision across the school to ensure that classroom teaching, interventions and specialist support are aligned and appropriately scheduled
- Overseeing appropriate provision, including specialist support where required
- Supporting staff in assessing and teaching pupils with EAL
- Coordinating the collection of assessment data
- Monitoring progress and ensuring that assessment data is accurately recorded and maintained within the school's EAL tracking system
- Maintaining accurate records of pupil progress to support whole-school evaluation and review.

The co-ordinator works closely with Heads of School, teaching staff and specialist EAL teachers to ensure a consistent approach across the school.

4.4 Heads of School

Heads of School are responsible for the progress and provision of EAL pupils within their phase. This includes:

- Working with EAL co-ordinator at point of admission to ensure that needs are identified and appropriate support plans are in place.
- Monitoring and reporting on EAL pupils' attendance, behaviour and attainment & progress as a distinct cohort within their phase of the school.
- Ensuring that the EAL tracker document is updated termly to show EAL pupils' current level of proficiency in language and any action required to support further progress.

4.5 Teaching and support staff

All teaching and support staff are responsible for implementing this policy, ensuring that:

- Pupils with EAL are appropriately supported in lessons
- Teaching is adapted to meet their needs and allow equal access to the curriculum
- Liaising with EAL co-ordinator as required to update progress tracker
- Identifying any additional support needs and communicating these to Head of School and EAL co-ordinator

4.6 Admissions team

Responsible for initial identification of EAL needs and communication with Heads of School.

4.7 Business Manager and administrative staff

Responsible for administrative processes related to provision, including recording language data and liaising with parents regarding provision where appropriate.

4.8 Specialist EAL tutors

Responsible for delivering agreed provision and providing feedback on pupil progress.

5. Admission of pupils with EAL

During the admissions process, the school gathers information about a pupil's level of English through discussion with parents, previous school reports, and any available assessment data. Where EAL needs are identified, the school will:

- Assess whether it can meet those needs effectively
- Discuss provision options with parents
- Agree an appropriate level of support

Following admission, pupils undergo a baseline assessment to inform provision and target setting.

6. Teaching and learning

Teachers support pupils with EAL by:

- Setting appropriate and challenging learning objectives
- Adapting teaching to allow additional processing time
- Encouraging extended spoken responses
- Providing opportunities for structured talk
- Using visual support and modelling language clearly
- Building on pupils' existing linguistic knowledge

Teachers work in collaboration with the EAL co-ordinator to ensure that provision aligns with assessed needs and language development targets.

7. Provision and access

All pupils follow the full school curriculum. Support may include:

- In-class support
- Targeted interventions
- Small group or individual language teaching
- Visual and structured approaches to learning
- Access to bi-lingual dictionaries or translated instructions where appropriate
- Opportunities to pre-learn vocabulary
- Opportunities to develop confidence in spoken English

Where appropriate, specialist EAL teaching may be provided.

8. Assessment and monitoring

The school takes a structured approach to assessing and monitoring EAL progress. This includes:

- Baseline assessment on entry
- Use of the NASSEA EAL Assessment Framework to track development in speaking, listening, reading and writing
- Ongoing formative assessment
- Termly review of progress against targets

Assessment information is recorded centrally within the school's EAL tracking system and used to inform teaching, provision and review.

The EAL co-ordinator is responsible for ensuring that assessment information is accurately recorded and maintained within the tracking system.

9. Pastoral support and inclusion

The school recognises that pupils with EAL may also be adjusting to a new cultural context. Particular attention is given to supporting pupils' sense of belonging, addressing social and emotional needs and ensuring full participation in school life

Pastoral and academic support are closely aligned to promote the flourishing of each pupil.

10. Partnership with parents

The school works in partnership with parents by:

- Communicating clearly about needs and progress
- Providing guidance on appropriate support
- Ensuring that parents understand available provision

Where parents themselves have EAL, reasonable steps will be taken to ensure effective communication.

11. SEND and high attainment

Pupils with EAL who are identified as having SEND or as being particularly able have equal access to the school's SEND and More Able Pupil provision.

12. Review

This policy will be reviewed every three years or earlier if required.