

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

1 Introduction and Legal Framework

English as an Additional Language (EAL) refers to students whose first language is not English. In accordance with Department for Education (DfE) census guidance, this includes students who have been exposed to a language other than English during early development and are exposed to this language at home or within their community.

The School recognises that EAL learners represent a diverse and dynamic cohort and may be at any stage of English language acquisition, from new arrivals with little or no English to students who are fully fluent.

The identification of EAL is **not**, in itself, an indicator of:

- linguistic ability or proficiency in English
- academic potential or attainment
- nationality or immigration status
- length of time in the UK
- level of support required

In line with the **Children and Families Act 2014**, the School ensures that a student is not regarded as having a learning difficulty solely because the language of instruction differs from that spoken at home.

2 Equality, Inclusion and Compliance

The School fulfils its duties under the Equality Act 2010 by promoting equality of opportunity and fostering an inclusive environment in which all students can thrive, regardless of linguistic background.

The School:

- seeks to remove barriers to learning, participation and assessment
- provides appropriate, targeted support for EAL learners
- seeks to actively promote inclusion and cultural diversity

Provision for EAL students is embedded within the School's wider commitment to safeguarding, wellbeing and individualised learning, ensuring that all students are supported to achieve their full potential.

3 Aims and Principles

The School aims to:

- develop EAL students' competence in speaking and writing English as well as listening and reading
- ensure full access to the curriculum and co-curricular life
- promote high expectations and academic achievement
- support students' wellbeing, confidence and self-esteem
- recognise and value bilingualism and multilingualism as significant personal assets

The School adopts a graduated and responsive approach, recognising that language development is a continuum, and that provision must be regularly reviewed on a termly basis and adapted.

4 Identification, Assessment and Monitoring

The School employs procedures to identify, assess and monitor EAL learners.

4.1 Assessment

All applicants for whom English is not a first language are assessed at the point of entry. On admission, and as a starting point, students undertake an evidence based diagnostic assessment in:

- listening
- reading
- writing

The scores will then be converted to make a 'best fit' judgment as to the English proficiency stage of each skill using the Common European Framework of Reference for Languages. The assessment will then be followed by a consultation, and steps will be taken to equip the student with a bilingual dictionary where needed.

4.2 Recording and Communication

There on, targets, support details, and aims are recorded in:

- the TES Provision Map (digital)
- the iSAMS EAL Register (digital)
- individual Language Passports (analogue)

In these ways, information is shared with the student as well as the teaching, pastoral and learning development staff to inform planning and support.

4.3 Monitoring and Review

Progress is monitored regularly through:

- formal assessment
- ongoing teacher observation
- student-staff consultations

Review involves:

- The student
- English Language Academy staff
- Subject teachers

- Tutors
- Heads of Division
- Heads of Boarding

Where required, provision is adjusted promptly to ensure effective support.

4.4 Additional Support

Where a need is identified:

- small group or individual support during the day is provided by the English Language Academy
- in class scaffolding strategies are advised
- targeted intervention may be delivered by English Language Academy in the evenings and on Saturdays

Appropriate access arrangements using bilingual dictionaries are considered and applied for both termly and official examinations, in line with regulatory requirements set out by the Joint Council for Qualifications.

5 Early Years Provision

In the Early Years (Nursery):

- visual timetables and contextualised language support are used to facilitate understanding
- assessment considers both the home language and English development of the child
- strong partnerships with parents support bilingual and multilingual development
- provision focuses on communication, routine and confidence building

6 Most Able EAL Learners

The School recognises that EAL learners may also be identified as Most Able or Talented.

Where language proficiency presents a barrier to higher attainment:

- targeted support is provided
- enrichment opportunities are maintained
- expectations remain appropriately high

7 EAL and Special Educational Needs and Disabilities (SEND)
--

The School ensures clear distinction and appropriate overlap between the EAL and SEND provision:

- the English Language Academy works collaboratively with the SENDCo and Learning Development Department
- assessment considers whether difficulties arise from language acquisition or underlying learning needs
- provision is coordinated to ensure that students receive the most appropriate support without duplication or delay

8 Curriculum Access and Teaching

The School ensures that EAL learners have full access to a broad, balanced and appropriately differentiated curriculum.

All teachers are responsible for supporting EAL learners and are expected to:

- use clear language and modelling
- provide scaffolding and visual support
- check understanding regularly
- promote active participation
- provide glossaries that enables students to use another language

8.1 Provision Model

- Nursery to Year 6: Pupils may receive an adapted English provision
- Years 7–11: Students may receive EAP or an adapted English provision
- Sixth Form: EAP is available within option blocks

Additional support may include and is always available to all EAL students:

- evening enrichment provisions (e.g. pronunciation, prosody, subject support, home language projects, Cambridge, iGCSE ESL, IELTS, and so forth)
- Saturday enrichment provisions (e.g. Inquiry based projects, private tutorials, and examination preparation)

Students are integrated into mainstream teaching wherever possible to support both language development and social inclusion in the curriculum and school life.

9 Funding and Additional Provision

All EAL students can access the English Language Academy Enrichment Programme without extra cost. The EAP provision in the Senior School is an additional charge within the fee structure on a termly basis and is agreed with parents in advance. Any extra EAP provision or private tutorials in the Senior School incurs further charges and costs are clearly communicated during the admissions process.

The School also supports the maintenance of younger students' home languages, recognising their importance for identity, cognition and academic development. This does not incur additional cost.

10 Integration and Pastoral Support

The School is committed to ensuring full integration of EAL students into all aspects of school life.

- The English Language Academy works closely with boarding and pastoral teams
- Opportunities for social integration, peer support and participation are actively promoted
- Students are supported in developing confidence, independence, and a strong sense of belonging, while recognising and valuing the importance of being bilingual and multilingual as a key strength in their learning and identity.

11 Review of Policy

This policy is subject to regular review to ensure:

- alignment with current legislation and statutory guidance
- effectiveness of provision
- consistency with ISI expectations and best practice

12 Introduction & Legal Framework

The term English as an Additional Language (EAL) describes a diverse and heterogeneous group of learners. In line with the [Department for Education \(DfE\) School Census guidance](#), the School adopts the following working definition:

“Where a pupil’s first language is other than English - that is, where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community”.

EAL is not an indicator of:

- how well the student speaks English
- nationality, immigration or citizenship status
- length of time spent in the UK
- the amount of support needed
- likely level of educational achievement
- the level of parental interest in language acquisition

Thus, the School recognises EAL students may be at any stage of developing English language proficiency, from those who are new to English to those who are fully bilingual and biliterate.

12.1 Statutory Duties

Under the Equality Act 2010 the School is obliged to promote equal opportunities for all students, regardless of their nationality, ethnicity, and indeed language proficiency.

For students for whom English is an Additional Language, they will be provided with appropriate and meaningful support provided they meet the School's academic criteria.

This policy sets out the whole School aims, objectives and strategies in regards to the needs and skills of EAL students. This is led by School Management and the English Language Academy but executed by all teaching staff.

The guiding principles and objectives of the School's *EAL Policy* are to ensure that the aims of the Mission Statement are secured for all students. We recognise that all students, overseas or residents in the UK, will have differing degrees of language proficiency at some time in their school career and that provision for this need is on a continuum that is routinely reviewed.

The School sees the bilingualism and multilingualism of the students as a linguistic, cognitive, and cultural asset that should be fostered and enhanced.

We regard the students' self-esteem to be of vital importance in language acquisition and academic learning. Teachers aim to ensure that all students for whom English is an Additional Language have the chance to realise their potential.

13 EAL identification, assessment and review

We aim to assess a student's language level as soon as possible. Tests are conducted on all applicants who do not have English as their first language as part of the admissions process. When a new student arrives, further tests will be carried out to ascertain the student's level of proficiency in the four skill areas of reading, writing, listening and speaking. The student is then provided with support, according to their linguistic proficiency. The results of the initial diagnostic test and targets are recorded in the School's TES Provision Map (digital) and Language Passport (analog) and are made known to all teachers so that they are aware of any difficulties the student may encounter within their classroom.

If, at any stage, it becomes apparent that a student requires additional support, every effort will be taken to ensure that this need is met by offering additional group or one-to-one support during the day or in the evening. In class support may also be provided as appropriate.

Progress is monitored both informally and formally by EAL teaching staff, class/subject teachers, tutors, Heads of Divisions (HoDiv) and Heads of Boarding (HoB).

Appropriate access arrangements in Key Stages 2, 3, GCSE, A Level and BTEC examinations will be sought for students for whom English is an Additional Language.

For children whose home language is not English, the Nursery provide a visual timetable to enable children to settle into their new routine. We assess their fluency in their home language to

ascertain their comprehension of English. We use language in context with objects of reference and liaise closely with parents to develop an effective parent partnership, which allows us to support their child with a reasonable level of English by the time they leave the Nursery Division.

14 EAL: Most Able & Talented students

We recognise that students for whom English is an Additional Language may well be Most Able & Talented. If it is found that a student's lack of English is prohibiting them from progressing to the best of their ability, additional support can be provided to enable a student to reach their full potential.

15 EAL: Students with learning difficulties and/or disabilities/ special educational needs

The English Language Academy liaises closely with the Head of Learning Development and SENDCo (Preparatory Divisions) on any concerns regarding overseas students. Where necessary additional support can be provided by either the Learning Development Department or the English Language Academy, whichever is most appropriate to the needs of the student.

16 EAL: curriculum

The School has a responsibility to ensure that each student has access to a broad and balanced curriculum and teachers have a responsibility to provide effective learning opportunities for all students by providing relevant and appropriately challenging work.

Teachers are expected to:

- set suitable learning challenges
- respond to students' language needs
- overcome potential barriers to learning and assessment for individuals and groups of students that do not have English as their first language

Those students who would benefit from directed English language tuition are typically withdrawn from Languages lessons in Nursery to Year 9. From Year 10, students may be given English support instead of GCSE English, and/or have the option of EAP (English for Academic Purposes) classes as one of their option subjects. For all other subjects, overseas students are taught within integrated groups, wherever possible. Students in the Sixth Form who need additional support attend EAP lessons in one of the A Level option blocks. Where it is beneficial for student to attend a full standard curriculum, EAP lessons are also available on Saturday mornings during term time and through the co-curriculum.

In the Senior Divisions, group lessons are included in the School fee. One to one tuition carries an additional charge. Those students requiring EAP lessons in the Preparatory Divisions and Sixth Form will also incur an additional charge. Parents/Guardians are notified of this when they receive a formal offer of a place from the School.

The School is aware that some EAL students may also require lessons within their first languages. Wherever possible, tuition will be provided for the first language to ensure that our EAL students

maintain this during their education in the UK. This additional tuition may incur an additional cost.

17 EAL: Integration

The School works to ensure that all students are integrated into the life of the School. The EAL Department liaises closely with the Heads of Boarding to ensure that there are opportunities for integration and support (See *Boarding Policy*).