
English as an Additional Language Policy

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Reviewed	Summer 2023
Name of owner/author	SENCo
Approval by	Senior Management Team
Target Audience	Whole School Community/Public
Where available	Website, ISI, Staffshared Drive
Review Date	Summer 2025

1 Policy Statement

This policy aims to:

- Outline how the school identifies and meets the needs of our learners with English as an additional Language (EAL) in order to:
 - Promote equality of opportunity
 - Ensure that they reach their full potential
 - Provide a curriculum that reflects their needs
 - Recognise and value their home language and background
- Summarise roles and responsibilities for everyone involved in providing for EAL learners

2 Identification

On entry to the school, parents submit information about the main language spoken at home
Pupils are categorised as follows:

1. Those who are 'new to English' (i.e. in the early acquisition stage)
2. Those who speak English fluently but use a language other than English at home

3 Additional Support and Tracking of Progress

The needs of EAL pupils must be met through quality first teaching (QFT) which is differentiated to meet the needs of all learners. However, some may need additional support. This is provided through:

- 1:1 or small group sessions
- Personalised curriculum
- Additional Teaching Assistant support within the classroom (Prep/Pre Prep)
- The senior school may arrange access to a specialist tutor
- The opportunity to sit examinations in home language where possible

The progress of EAL learners is monitored alongside that of all pupils using data tracking systems and year group progress meetings

4 Roles and Responsibilities

Subject/Class teachers:

- Understand that it is their responsibility to meet the needs of EAL learners through QFT, adopting appropriate teaching and learning strategies and that any extra support is in addition to and not instead of this.
- Monitor the wellbeing of EAL pupils and report any concerns to Head of Section (Senior School), Deputy Head Pastoral (Prep School) or Head (Pre Prep School)
- Have high expectations for EAL pupils, expect and provide the means for them to participate in classroom activities, alongside their peers
- Accept that EAL pupils need more time to process answers and to complete activities
- Recognise that EAL pupils often understand more English than they can speak and may also enter a 'silent phase' as they acquire language and that they accommodate for this

- Group pupils commensurate with their ability rather than level of language proficiency, when appropriate
- Ensure that EAL pupils have ‘exposure to rich linguistic input’

Registrar

- Captures information relating to EAL when pupils join the school
- Ensure that EAL information is included on whole school tracking systems

Head of Section (Senior School), Deputy Head Pastoral (Prep School) and Head (Pre Prep School):

- Monitor the progress and attainment of EAL pupils and refer to the SENCo for additional support, if necessary
- Oversee the wellbeing of pupils who speak little English

SENCo and Assistant SENCos:

- Put in place additional support and monitor its impact. This should be in addition to and not a replacement for QFT
- Organise assessment which may include using the Northern Association of Support Services for Equality and Achievement (NASSEA) EAL Assessment Framework

NB Pupils with English as an additional language do not necessarily have special educational needs and should not be classed as such

Deputy Head Academic (Senior and Prep School) /Head (Pre Prep School):

- Arrange whole staff training to facilitate the delivery of QFT
- Monitor the quality of teaching to ensure that the needs of EAL learners are being met in the classroom
- Put in place a bespoke curriculum for EAL pupils which ensures that they are taught alongside their peers wherever possible
- Monitor the academic progress of EAL children
- Arrange additional support from private tutors, if needed

Head (Senior and Prep School):

- Make the decision to admit pupils who speak little English
- Ensure that the school has the resources and capacity to meet the needs of these pupils

5 Review and Development

5.1 Procedure

This document, together with the effectiveness of its procedures, is reviewed biennially by the Senior Management Team and as events or legislation change requires.

5.2 Links with other Policies

This policy should be read in conjunction with the following documents:

- Teaching and Curriculum Policy
- Marking, Assessment and Reporting Policy.
- Equal Opportunities, Equality and Diversity Policy.
- Curriculum Documents and Subject specific planning strategies