

EAL POLICY

Updated July 2025

Introduction and aims

As a school, we believe all students should strive to reach their full potential. This policy sets out the procedures in place for those students for whom English is an additional language. This policy covers all students from EYFS through to Y13.

- Ensure all EAL pupils are integrated into the school community and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- All pupils to become competent users of spoken and written English;
- Support EAL pupils to thrive in a western culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Celebrate and support bilingualism and multiculturalism in school.

Definition of EAL

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual 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 pupils will need varying levels of provision.

For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised using the Bell Foundation competency categories.

Level A: Silent period / New to English / Beginning

Level B: Early acquisition / Emerging

Level C: Developing confidence / Expanding

Level D: Competent / Diversifying

Level E: Fluent

SENDCO and EALCO will assess the needs of individual pupils and decide current Level.



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Identification

A register is maintained by the SENDCO and EALCO of all students for whom English is a second language and/or who speak another language at home.

Names are collected from information given at enrolment, input from parents/carers, comments and observations from teachers and work sampling. Class Teachers (Juniors), Form Tutors (Seniors) and Heads of Stage (Seniors) will continue to check throughout school year and SENDCO and EALCO will update the register when necessary.

At the Junior School, standardised spelling tests are carried out in the autumn and summer term. Additionally, there are termly English assessments. The results from these tests are analysed to identify any EAL children who may benefit from an additional intervention.

At the Senior School, literacy attainments of these students are checked in Year 7 by looking at the language component of MIDYIS. Additionally, there are English tests to be carried out in Year 7 and Year 9 by the English Department, using standardised tests for writing and spelling, help to identify any EAL students who are hampered by weakness / slowness in these areas. These or similar standardised tests will be used for students who join the school later.

Monitoring

SENDCO and EALCO will closely monitor academic progress of pupils on EAL register and communicate regularly with Class Teachers (Juniors), Form Tutors (Seniors) and Heads of Year (Seniors) to ensure pupils are fully supported. Monitoring will be systematic and ongoing throughout the year.

SENDCO and EALCO will meet regularly to discuss EAL register, which interventions may need to take place and current achievement of EAL pupils in school. Additionally, the SENDCOs will meet to discuss best practice in their setting.

The EAL register is available for all staff so that they can monitor the progress of these students and make extra arrangements if necessary.

Provision

The most likely problem for EAL students is lack of vocabulary. Subject staff need to be aware that more formal / literary / technical words may be imperfectly understood. Staff are advised to pre-teach key words and / or encourage students to keep a glossary. Be alert for misuse of language especially in written answers and be ready to suggest richer / more precise vocabulary. Strategies will be available for Staff through SENDCO delivered training and on Staff intranet.

In cases where the difficulty is perceived to be hampering the student's full access to the curriculum the Learning Enhancement Department will make arrangements to support the student through individual lessons and / or a Pupil Passport as appropriate.

Care should be taken to emphasise the benefits of bilingualism and multi-culturalism. On occasion, the student might be invited to contribute something about her/his language or culture to a lesson, class assembly or wall display if she/he is willing. All provision provided by the school will be in the context of and in line with the GDST's Inclusion Policy.

Review Date: July 2026

