KING EDWARD'S SCHOOL

Title: [OBJ] English as an additional language (EAL) policy

Status Approved by	Education & performance Committee
Current Author	Second Master
Date of Next Review	June 2026
Application	Whole School
Responsibility	Second Master

Contents

English as an additional language (EAL) policy
Whole School Policy

Aims and Objectives

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and with the KES Equal Opportunities – Pupils, which is published on the school website [Reports & Policies | King Edward's School Bath (kesbath.com)](#).

King Edward's School's EAL Policy is designed to support children who have English as an Additional Language i.e. pupils who have a home language other than English and/or first spoke a language other than English. Throughout this policy these pupils are referred to as EAL. EAL pupils at King Edward's School come from a range of ethnic, economic and linguistic backgrounds.

It is the policy of the School that EAL pupils will have access to the whole school curriculum. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the SENCO or Pre-Prep SENCO.

We are committed to all pupils being fully integrated into the School and due regard will be paid to individual needs, in consultation with parents, teachers and external agencies.

Admission Arrangements

Pupils with EAL should have equal opportunity to join King Edward's School if they satisfy the School's selection procedures. Parents/Guardians may be asked to contribute to any special resources which are needed. Parents/Guardians will be required to identify the pupil's home language on the application form to the school. Parents/Guardians will be asked to let the School know if they believe that English is an additional language for their child when they complete the Learning Support Form. Such information will be acknowledged, and appropriate arrangements made for the entrance tests and/or visits/stay and play sessions.

King Edward's School aims to:

- assess and monitor progress of EAL pupils in their acquisition of English language skills across the curriculum;
- meet our responsibilities to EAL pupils by ensuring their equal access to the curriculum and achievement of their educational potential;
- provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate;
- encourage celebration of their culture;
- assist all teachers and teaching assistants in supporting EAL pupils in their acquisition of English language skills across the curriculum.

Arrangements for Co-ordinating provision for EAL pupils

The teacher with responsibility for EAL is the SENCO, or Pre-Prep SENCO. They are responsible for overseeing arrangements for the implementation and co-ordination of the EAL policy.

All staff are responsible for supporting EAL pupils in their learning within the classroom setting. Strategies may be sought in consultation with the teachers with responsibility for EAL.

In the EYFS, the Pre-Prep SENCO will discuss with the pupil's key person how reasonable provision will be made for EAL children to have opportunities to develop and use their home language in play and learning while ensuring sufficient opportunities to learn and reach a good standard in English language. In turn, the key person will discuss with parents how they can help

support the child's language development at home. If the child does not have a strong grasp of English language, the key person and Pre-Prep SENCO will also work with parents to establish if there is any cause for concern about language delay by exploring the child's skills in their home language.

Assessment of and Provision for EAL

- Parents inform the School through the Admissions Form if the first language the child spoke and/or the main language spoken at home is a language other than English.
- A SIMS record of EAL pupils will be created as a result.
- EAL pupils on entry to the School will be referred to the teacher with responsibility for EAL for assessment.
- This teacher will seek information from the other teachers working with each of the pupils.
- EAL pupils will undertake the usual School assessments and any concerns will be raised to the SENCO or Pre-Prep SENCO if concerns are identified.
- In some cases, the School may agree that the pupil would benefit from a block of Learning Support Lessons. The cost of this additional provision is borne by the parents.
- The names of any pupils for whom English being an additional language is considered to be a potential barrier to learning will be recorded in SIMS.
- Strategies to support such EAL pupils will be shared with staff by the Head of Learning Support (SENCO).

Monitoring, Reviewing and Evaluation

Individual subject and class teachers undertake monitoring of pupil performance in line with School policy by marking of classwork, homework and tests, together with formal assessments in their subject area. Teachers keep records to demonstrate pupil progress and produce written reports with targets and advice for the pupils. Form Tutors and class teachers review pupil progress and liaise with the teacher with responsibility for EAL with regard to EAL pupils presenting on-going difficulties or underachievement.

Appendix: Guide to EAL Stages

Stage 1 – Beginners/Post-Beginners

Beginners of English often go through what is called a 'silent period'. At this stage, they are not confident and do not produce much English but they are absorbing and learning all the time. This period can last up to 6 months.
They may not be speaking a great deal of English but this does not mean that they do not understand the language being used around them.

Strategies
- Pupils must be included in lessons and activities as much as possible. They must be given the opportunity to be active listeners and to follow examples from peers.
- Try to ensure that there is a common starting point at the beginning of a topic and make this as visual as possible (e.g. diagrams, pictures, objects, DVDs etc.)
- Provide opportunities for EAL pupils to pre learn key vocabulary
- Write instructions and homework tasks on the board as well as giving them verbally.
- Reading and writing tasks must be differentiated to provide opportunities for their understanding to be assessed rather than their level of English. It is just as appropriate for the pupil to choose the correct answer, rather than write out their own sentence.
- Show pupils a good model of what you are asking them to do.

Stage 2

Pupils at this stage are confident speakers of English, although they may make grammatical mistakes, especially in unfamiliar contexts. It is possible that they may not know common words outside a school setting. They will have more confidence and ability to participate in class discussions and group work. They will also be able to decode reasonably well and will be beginning to acquire writing skills.

Strategies
- Pupils may need support in order fully to understand a text.
- Structured tasks and models must be used to help pupils with writing English. Writing tasks, in particular, ought to be differentiated, especially in subjects which use complex language and ideas.
- Again, show pupils a good model of what you are asking them to do.

Stage 3

At this stage, pupils will appear to be native English speakers on the surface, and most will have been born in the UK. They will speak on a par with their monolingual peers and will be confident in their oral communications in most situations. Decoding will be easier and most basic texts will be understood but they will not be able to scan and skim texts efficiently with ease. There may be a significant difference between a pupil's oral performance in class and written work. Often, written work will be short, lacking detail and disorganised, without the expected range of technical vocabulary or subject specific language features.

Strategies
- Pupils will need support to read for deeper meaning and to understand texts in which grammatical structures are particularly complex.
- Structured tasks and models must be used to help pupils with writing English. Writing tasks, in particular, ought to be differentiated, especially in subjects which use complex language and ideas.

Stage 4

Stage 4 pupils are very confident readers and writers of English and, for the most part, no longer qualify for EAL support. They will be independent learners and will usually not experience problems that are any different from their monolingual peers. However, they may sometimes have difficulty with colloquial phrases and sayings (also known as 'nuances', e.g. "pull your socks up!") and may not understand their meaning.

Strategies
- Pupils will need support to recognise colloquial phrases and sayings.