

Burton Hathow Preparatory School

EAL Policy

October 2025

Review Date: September 2026

Contents:

Statement of intent

1. Legal Framework
2. Roles and Responsibilities
3. Support
4. Inclusion
5. Initial assessments
6. Classroom practice
7. Access to curriculum
8. Working with parents and carers
9. Special Educational Needs (SEN)
10. Monitoring Progress
11. Policy Review

[Appendix 1 – First Language Assessment Form](#)

Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

Roles and Responsibilities

The Board will have overall responsibility for the implementation of this policy.

The headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting pupils with EAL.
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

The EAL lead (Mr Marc Stanney) will be responsible for:

- The induction of newly arrived pupils.
- Conducting initial assessments of pupils with EAL.
- Teaching small groups of pupils with EAL and providing classroom support.
- Liaising with teaching staff on support for pupils with EAL.

- Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL.
- Encouraging and supporting pupils to maintain and develop their first language.
- Facilitating pupils' use of first language national examinations.
- Developing relationships between the school and parents of pupils with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.

EAL teaching support

The school would consider the employment of teachers with expertise in supporting pupils with EAL should the

There responsibilities would include:

The induction of newly arrived pupils.
 Conducting initial assessments of pupils with EAL.
 Teaching small groups of pupils with EAL.
 Providing classroom support.
 Liaising with teaching staff.
 Advising on strategies to support and include pupils with EAL.
 Providing advice regarding inclusive curriculum materials.
 Advising on ways to differentiate work for pupils with EAL.
 Encouraging and supporting pupils to maintain and develop their first language.
 Facilitating pupils' use of first language national examinations.
 Developing relationships between the school and parents of pupils with EAL.
 Securing and providing training to ensure staff development, including INSET courses.
 Acting as consultants to staff on language-related issues.
 Acting as consultants to staff on equal opportunity and race equality issues.

Support

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. During the induction period, typically lasting six weeks but varying dependant on pupils' progress, pupils will still take part in PE, art and maths classes.

In-class support and small group work is utilised as soon as the pupil can be successfully integrated into the classroom environment. The pupil will still spend time with their intervention teacher on a daily basis.

Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge.

Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.

The language development of pupils is the responsibility of the entire school community.

Mainstream and support departments will work together to ensure optimal outcomes are achieved.

Diversity will be valued and classrooms will be socially inclusive.

Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.

Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

Initial assessments

The school will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.

The assessment will be carried out using the form provided in [Appendix 1](#).

Initial assessments are carried out by the teacher responsible for pupils with EAL, and completed assessments are held on the pupil's profile.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning.

The pupil and the parents of the pupil may view the assessment at any time.

Classroom practice

- 1.1. Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

- 1.2. Classroom activities will be matched to pupils' needs and abilities.
- 1.3. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- 1.4. Where possible, the following practices will be utilised to improve pupils' literacy:
 - Utilisation of the pupil's first language expertise.
 - The provision of writing frames.
 - The use of props.
 - Language skills will be developed through:
 - Collaborative activities involving spoken communication.
 - Feedback opportunities and conversations.
 - Good models provided by peers.
- 1.5. Active participation will be encouraged by:
 - Grouping pupils in mixed ability groups to develop language skills.
 - 'Expert' readers and writers present in each group to provide assistance and model language.
- 1.6. Classroom displays will reflect cultural and linguistic diversity.
- 1.7. Assessment methods will allow pupils to show what they can do in all curriculum areas.
- 1.8. Bilingual dictionaries are available to aid pupils with EAL.
- 1.9. Dual language textbooks are available and used where possible.
- 1.10. Visual supports are utilised where possible.
- 1.11. Prior to any private tuition/one-to-one support, the pupil is informed of the purpose of the session and the objectives.

Access to the curriculum

- 1.12. The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:
 - The language and learning demands of the curriculum are analysed and support is provided.
 - Visual support is utilised to provide greater understanding of key concepts.
 - There are opportunities for pupils to use their first language in the classroom.
 - The support requirements of pupils with EAL are identified and the support is made available.

Working with parents and carers

- 1.13. Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.

Provide interpreters for meetings when needed.

Ensure the language used in letters to parents is clear and straightforward.

Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.

Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.

Encourage parents to attend parents' evenings and participate in school functions.

Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.

Encourage parents to become involved with homework through shared reading schemes and language-based homework.

Plan activities in a way that ensures they do not clash with religious/community commitments.

Special educational needs (SEN)

- 1.14. A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- 1.15. A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.
- 1.16. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists.
- 1.17. Where appropriate, the school will arrange an assessment in the child's first language.
- 1.18. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- 1.19. The school will ensure that the parents or carers of a pupil with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Monitoring progress

- 1.20. The monitoring of pupils' progress is shared between all teachers, both mainstream and EAL support.
- 1.21. Individual pupil profiles are updated following assessments and reviewed on a termly basis to identify and address problems.
- 1.22. Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

Policy review

- 1.23. This policy is reviewed every two years by the teacher responsible for EAL pupils and the headteacher.
- 1.24. The scheduled review date for this policy is September 2026

Appendix 1- First Language Assessment Form

Pupil's name:	Language:
Assessed by:	Date:

Answer the following questions in relation to age related expectations:	Y/N
Is the pupil's social/linguistic behaviour age-appropriate? Notes:	
Does the pupil understand a range of questions, instructions and a story, told in their first language? Notes:	
Is the pupil's speech clearly articulated? Notes:	
Is the pupil able to speak accurately at a social level? Notes:	
Is the pupil's vocabulary appropriate/sophisticated/limited? Notes:	

Does the pupil use correct grammatical structures? Notes:	
Can the pupil talk about the past, present and future using correct verbal forms? Notes:	
Do you have any concerns? Notes:	
Do you have any comments regarding the pupil's social interaction with you during the assessment? Notes:	
Can the pupil read and write in their first language? Notes:	
Can the pupil complete age-appropriate mathematics tasks with limited language context? Notes:	