



English as an Additional Language (EAL) Policy

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Introduction

The term EAL is used when referring to pupils where the mother language at home is a language other than English.

A child must not be regarded as having a learning difficulty solely because the “language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home” (section 20(4) of the Children and Families Act 2014). However, students for whom English is an Additional Language will be provided with appropriate support.

This policy sets out the school’s aims, objectives, and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Legal and Statutory Framework

This policy is informed by:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Ofsted Education Inspection Framework (2019)
- DfE guidance on supporting pupils with English as an Additional Language

Aims

The aim of this policy is to 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. Teachers aim to ensure that all students for whom English is an Additional Language have the chance to fulfil their academic potential and have access to the full school curriculum.

We assess the skills and needs of EAL pupils and give appropriate provision throughout the school. We will liaise with parents to achieve EAL pupils in becoming confident and fluent in speaking and listening, reading, and writing in English. We will recognise and encourage this alongside their parent's development of their child's own language skills in their mother tongues.

We welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School; and recognise the importance of maintaining pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages and cultures. This can be facilitated for example, by providing opportunities to share festivals and celebrations during 'Big Talk' or 'Show and Tell'.

1.EAL Assessment Identification and Review

The School Registration form identifies pupils with English as their second language. The need for EAL support is identified at point of entry into the school or at any point during a child's time here. When warranted a child's English proficiency will be assessed across the four domains: Listening, speaking, reading, and writing (using the Bell Foundation Assessment Framework). The Head of EAL has responsibility for coordinating provision and monitoring progress of EAL pupils once the need has been identified by the class teacher. Along with the class teacher the Head of EAL will liaise with parents to discuss the best ways for helping the child become more fluent in English. The Head of EAL will also be responsible for reviewing the progress of those EAL children identified as requiring support termly. This progress will be monitored using: Teacher assessments, observations, work scrutiny & pupil voice. This progress will be reported to parents.

2.Gifted and Talented

We recognise that children for whom English is an Additional Language may well be Gifted or Talented. If it is found that a child's lack of English is prohibiting a student from fulfilling their potential, additional EAL support can be provided to alleviate this.

3.Special Educational Needs

The school recognises that EAL is not a special educational need. However, should SEN needs be identified; EAL children will have equal access to the school's SEN provision.

4.Equal Opportunities

We provide equal opportunities to all our children, regardless of gender, race, or disability. For more information about equal opportunities please refer to our Equal Opportunities Policy. We value every member of the school

community and recognise the teaching each child receives should respect and support the child in every way possible.

5. Curriculum

The school recognises the responsibility to ensure that each student accesses the full school curriculum. Teachers have responsibility for providing effective learning opportunities for all students by providing relevant and appropriately challenging work. Teachers are expected to:

- Set suitable learning challenges
- Respond to children's language needs
- Overcome potential barriers to learning and assessment for individuals and groups of students that do not have English as their first language

6. Teaching and Learning

The school recognises that high-quality, inclusive teaching is the first and most important layer of EAL support. Teachers will:

- Provide clear language models and scaffolded learning.
- Use visuals, demonstrations, sentence stems, and structured talk.
- Pre-teach key vocabulary and concepts.
- Ensure tasks remain cognitively challenging while being linguistically accessible.
- Encourage use of home languages to support understanding and learning.
- Provide opportunities for collaborative learning and purposeful talk.

7. Additional Support and Interventions

Where needed, pupils may receive:

- Small-group or 1:1 language support
- Targeted vocabulary or grammar sessions
- Pre-teaching or over-learning of curriculum content

Interventions:

- Are time-limited
- Have clear entry and exit criteria
- Are reviewed termly by the EAL Lead and class teacher

8. Staff Development

The school recognises that staff may need to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.