

**COGNITA**



**Breaside Preparatory School**

**English as an Additional Language  
(EAL) Policy**

**September 2024**

### 1 Introduction

- 1.1 The purpose of this policy is to outline the school's approach to identifying and meeting the needs of pupils who are classified as having English as an additional language.
- 1.2 This policy applies to all pupils, including those in the Early Years.

### 2 Definition

- 2.1 In defining EAL we have adopted the following definition:  
*'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.'*
- 2.2 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 the UK at some point before starting school; or
  - Born in the UK, but in a family where the main language is not English.
- 2.3 EAL pupils will need varying levels of provision.

### 3 Recognition

- 3.1 Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.
- 3.2 EAL learners make the best progress within a whole school context, where pupils are educated with their peers.
- 3.3 The school environment promotes language development through the rich use of English language.
- 3.4 The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.
- 3.5 Bilingualism and multilingualism are viewed as a positive and life-enriching asset.
- 3.6 Parents and prospective parents will be provided with the particulars of our EAL provision.

### 4 Identification and Assessment

- 4.1 Identification and assessment are carried out to provide the most appropriate provision for each pupil.
- 4.2 In assessing the nature and extent of the pupil's grasp of English the following methods may be used:
  - Information from the application form
  - Information from the language survey
  - Information from the previous school
  - Information from baseline assessment on entry
  - Information from the EAL assessment tracker, completed and updated termly
- 4.3 Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil.
- 4.4 A baseline assessment for all pupils who are identified as EAL will be carried out on entry.




4.5 The EAL assessment consists of four strands of language knowledge and use:



- Listening
- Speaking
- Reading
- Viewing Writing

4.6 English language Proficiency in each strand is represented by five Proficiency bands and each band has a descriptive label :

- A- New to English/Beginning
- B- Early acquisition/Emerging
- C- Developing competence/Expanding
- D- Competent/Diversifying
- E- Fluent.

These are the reference points for pupils on the EAL register.

 <p><b>A</b> NEW TO ENGLISH</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Use first language for learning and other purposes.</li> <li>• Remain completely silent in the classroom.</li> <li>• Be copying/repeating some words or phrases.</li> <li>• Understand some everyday expressions in English but may have minimal or no literacy in English.</li> </ul> <p><b>Needs a considerable amount of EAL support</b></p>
 <p><b>B</b> EARLY ACQUISITION</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Follow day-to-day social communication in English and participate in learning activities with support.</li> <li>• Begin to use spoken English for social purposes.</li> <li>• Understand simple instructions and can follow narrative/accounts with visual support.</li> <li>• Have developed some skills in reading and writing.</li> <li>• Have become familiar with some subject-specific vocabulary.</li> </ul> <p><b>Still needs a significant amount of EAL support to access curriculum</b></p>
 <p><b>C</b> DEVELOPING COMPETENCE</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Participate in learning activities with increasing independence.</li> <li>• Be able to express yourself orally in English, but structural inaccuracies are still apparent.</li> <li>• Be able to follow abstract concepts and more complex written English.</li> <li>• Literacy will require ongoing support, particularly for understanding text and writing.</li> </ul> <p><b>Requires ongoing EAL support to access curriculum fully</b></p>

 <p><b>COMPETENT</b></p>	<ul style="list-style-type: none"> <li>• Oral English developing well, enabling successful engagement in activities across the curriculum.</li> <li>• Can read and understand a wide variety of texts.</li> <li>• Written English may lack complexity and contain occasional evidence of errors in structure.</li> <li>• Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.</li> </ul> <p><b>Needs some/occasional EAL support to access complex curriculum material and tasks</b></p>
 <p><b>FLUENT</b></p>	<ul style="list-style-type: none"> <li>• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.</li> </ul> <p><b>Operates without EAL support across the curriculum.</b></p>

4.7 “Best fit” judgement will be made on the proficiency stage that a pupil corresponds most closely to across the four strands.

4.8 The EAL pupils assessed as having a competency in English at Stages A, B or C will have an individual EAL Pupil Assessment Progress Tracking Profile.

4.9 The assessment for those EAL pupils is carried out termly using the EAL Assessment Tracker using the Bell Foundation EAL Assessment Framework.

**5 Provision**

5.1 Provision for learning needs is best expressed in terms of ‘learning support’ - an umbrella term indicating the provision for a variety of types and levels of need, including SEN, EAL and More Able and Talented pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.

5.2 EAL pupils will be provided with opportunities to make good progress.

5.3 EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language. We will support language development at home and support children in reaching a good standard in English. Where appropriate, we will assess understanding in the home language to inform an assessment judgement in the early stages of English language learning.

5.4 Classroom teachers have a responsibility to ensure that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.

5.5 Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support interventions.

### 6 Monitoring and Recording

#### 6.1 Class teacher

- It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up-to-date records of EAL pupils in their class whilst they are in their care.
- An individual EAL Pupil Assessment Progress Tracking Profile is maintained for all EAL pupils assessed as having competency in English at Stages A, B or C. This is reviewed on a termly basis.
- A progress report is produced termly including the achievement from the pupils, the language targets which are set in each of the four strands and the best-fit judgement band of current progress. This information will be shared with parents/carers of the pupil termly.

#### 6.2 EAL Coordinator

- The EAL Coordinator is responsible for coordinating the most suitable provision for the EAL pupils.
- The EAL Coordinator collates information and arranges a baseline for EAL pupils.
- A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the EAL Coordinator.
- EAL runs CPD training for staff
- The EAL Coordinator monitors the teaching and planning that are adapted to support EAL pupils and also monitors the progress of EAL pupils.

### 7 Special Educational Needs and Adaptive Teaching

7.1 EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs but have skills and knowledge about language like monolingual English-speaking children. Their ability to participate in the full curriculum may be ahead of their communicative skills in English.

7.2 Some EAL pupils may have a special educational need and, in such cases, pupils will have equal access to school SEND provision, in addition to EAL support.

7.3 EAL pupils with special educational needs will be identified as part of normal assessment procedures as outlined in our SEND Policy.

7.4 EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our Able, Gifted and Talented Policy.

### 8 Communication

8.1 Parents and teachers will work together in the best interests of pupils with EAL.

8.2 Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place if the pupil has an individual EAL assessment tracking profile.

### 9 Source of Information

9.1 The NALDIC website and the Bell Foundation website are the main source of information for all matters connected to EAL provision.

Ownership and consultation	
Document sponsor (role)	Group Director of Education
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## EAL Policy

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Consultation – April 2017	Consultation with the following schools: North Bridge House Senior School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative: Marian Harker, QA Officer.
Review – July 2023 Review – June 2023 Review – September 2024	James Carroll, DE Aisha Malik, Inclusion Adviser Ying Sun, Phase Lead; EAL Coordinator

<b>Compliance</b>	
Compliance with	Legislation listed in policy, as amended from time to time

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<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	Yes

<b>Version control</b>	
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<b>Related Documentation</b>	
Related Documentation	Teaching and Learning Policy SEND Policy Able, Gifted & Talented Policy