



Nurturing, Building, Preparing

Our Lady's Preparatory School and Day Nursery

EAL Policy 1.8

We are proud of who we are and what we do and as a result, our ethos as a Catholic School is clear.

The School Values of respect, charity, joy, excellence, family and care are derived from Gospel values and the Virtues of the Church. We enable our children to live these values through positive action, both in school and in their own family and community.

We value every individual and celebrate culture and diversity in our community. This helps all members of the school to feel valued and ultimately improves the educational experience for our pupils.

Rationale

We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Definition of English as an Additional Language (EAL)

A pupil is considered to have English as an Additional Language (EAL) if a language other than English is spoken at home, or if the pupil has been exposed to a language other than English during early development. Pupils with EAL may be fluent in more than one language and may continue to develop proficiency in academic English while accessing the full curriculum.

The school recognises that multilingualism is a strength and values the linguistic and cultural diversity of its community.

EAL and Special Educational Needs

The school recognises that having English as an Additional Language is not, in itself, a special educational need or disability.

Pupils will not be identified as having SEND solely because they are learning English as an additional language. Where concerns arise regarding a pupil's progress, careful assessment will be undertaken to distinguish between language acquisition needs and potential special educational needs.

Where appropriate, the EAL Coordinator, SENDCo and teaching staff will work together to determine whether additional assessment or support is required.

Aim

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the diverse education that we provide in our school.

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.

To ensure that staff understand the differing stages of English language acquisition and adapt teaching appropriately.

To work in partnership with parents and carers to support language development.

To identify and remove barriers to learning arising from language acquisition.

To promote multilingualism as a positive asset.

To ensure that pupils with EAL have equal access to the curriculum and all aspects of school life.

At Our Lady's Prep School teachers take action to help children who are learning English as an additional language by various means.

We develop their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- displaying key vocabulary;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

We ensure access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;
- setting targets in literacy for targeted children

Curriculum access

This policy applies to all pupils, including those in the EYFS, and EAL practice in the early years follows the statutory Framework for the EYFS.

Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We may withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to English (with Teaching and Learning Assistants [TLAs], for example). TLAs also work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children.

The curriculum helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary;

Supporting Pupils New to English

Pupils who are new to English will receive additional support to help them access learning and settle successfully into school life.

Support may include visual prompts and resources; targeted vocabulary teaching; additional opportunities for speaking and listening; small-group or individual language support; peer support and buddy systems; and close liaison with parents and carers.

The level of support provided will be proportionate to the pupil's stage of English language acquisition and will be reviewed regularly.

This policy is applicable to all pupils, including those in the EYFS. It is implemented through actional plans and adapted curriculum materials. Progress is monitored and reported to the Deputy Headmaster.

Assessment

We use our SEND Team and our EAL coordinator (SENDCo) to measure English language competence for 'new to English' children.

We carry out ongoing recording of attainment and progress in line with agreed school procedures monitoring the progress made, then highlighting children in need of targeting for focus support.

Assessment and Identification

Identification of pupils with EAL is based on information gathered from parents and carers, previous educational history, home language use, exposure to English and assessment of language proficiency.

Staff recognise that newly arrived pupils and pupils acquiring English may demonstrate curriculum knowledge, understanding and cognitive ability that is not yet fully reflected in their spoken or written English.

Assessment will therefore consider English language development, attainment across the curriculum, previous educational experiences, literacy in the pupil's first language where relevant, and progress over time.

The EAL Coordinator monitors the progress of pupils with EAL and works alongside teachers to identify any pupils requiring additional language support.

Partnership with Parents and Carers

The school recognises the vital role that parents and carers play in supporting language development.

Staff work closely with families to understand each child's linguistic background, previous educational experiences and individual strengths.

Parents and carers are encouraged to maintain and develop their child's home language alongside English, as this supports overall language acquisition, learning and personal identity.

Information regarding support and progress will be shared regularly with parents and carers in an accessible format.

Monitoring & review

The school will review this Policy every year and any guidance or advice published by the DfE or other relevant bodies will be monitored on an ongoing basis, in the event that ad-hoc amendments or revisions are appropriate beyond this timeframe.

The EAL Coordinator will monitor the progress and attainment of pupils with EAL and review the effectiveness of provision across the school. Information gathered through assessment, observation and pupil progress meetings will be used to inform future planning and staff training.

Reviewed: 1 September 2026

Signed:



D Boynes
Acting Head

To be reviewed: 12 months from "Reviewed" date