



THE
KINGSLEY
SCHOOL

English as an Additional Language (EAL) Policy

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Author and Reviewer	Deputy Head Academic and SENDCo
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Introduction

The UK government, specifically the Department of Education (DfE), defines EAL (English as an Additional Language) learners as follows:

A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.

This includes:

- Pupils newly arrived in the UK whose first language is not English.
- Pupils born in the UK who speak a language other than English at home.
- Pupils who may appear fluent but still require support with academic English.

This policy outlines Kingsley School's aims, principles, and approaches for supporting the development and progress of pupils with English as an Additional Language (EAL).

- To promote equality of opportunity for all pupils for whom English is an additional language
- To celebrate and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school, fostering their feeling of inclusion and ensuring they are not discriminated against
- To implement school-wide strategies to ensure that all EAL pupils are supported in accessing the curriculum
- To assist EAL pupils in becoming sufficiently proficient in English that their linguistic ability does not inhibit their academic potential
- To equip pupils whose first language is not English with the language skills and confidence needed to thrive academically, socially, and personally during their time at Kingsley School, enabling them to fully participate in school life and contribute meaningfully to the wider community and beyond

Objectives

- To identify and assess the language skills and individual needs of pupils with (EAL), and to provide tailored support. This support is continuously adapted to ensure pupils can make sustained progress and achieve their full potential
- To foster a whole-school commitment to supporting pupils, while celebrating the rich cultural diversity they bring to the school community
- To acknowledge the importance of the pupil's home language and build upon these existing linguistic skills
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL pupils
- To monitor pupils' progress systematically and enable classroom teachers to use the data in decisions about classroom management and curriculum planning
- To involve parents in key decisions regarding their child's EAL provision and to encourage them to play an active role in the development of their proficiency

Strategies to ensure access to the curriculum - whole school ethos

- Recognise the pupil's home language, boosting their self-esteem and stressing the value of being a bilingual learner
- Ensure classrooms are socially and intellectually inclusive, celebrating cultural differences and fostering a range of individual identities
- Impress upon staff that EAL provision is a whole-school holistic approach

Teaching and Learning

- It is the expectation that when a pupil who does not have English as their first language is accepted to the school, the entrance process (exam, school report, and interview) will have given assurance that their proficiency is such that they will be able to engage sufficiently with a curriculum delivered in English
- Planning should include adapted work for EAL pupils

- Pupils who require additional support with EAL receive targeted assistance either within the classroom or through our Learning Support provision, ensuring their individual needs are met effectively
- Teachers should have high expectations for EAL pupils and expect them to contribute as they would other members of the class, whilst understanding the additional challenges faced by them
- Teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate
- To use key visuals and other strategies to support children's access to the curriculum
- Use speaking and listening strategies to develop subject learning
- Plan for teaching and learning subject-specific vocabulary
- Develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts
- Model writing for key text types within their subject
- Ensure that language and literacy are taught within the context of all subjects
- Pupils should be encouraged to engage in translanguaging—using their home language to explore vocabulary, concepts, and ideas as needed. The use of digital tools and technology should be integrated to support this process, enabling pupils to access multilingual resources, translation aids, and collaborative platforms that enhance understanding and promote deeper learning
- Progress should be monitored carefully by the class teacher and by the Learning Support Department to ensure that EAL pupils are set appropriate and challenging targets. The Deputy Head (Academic) should provide relevant data at the appropriate assessment points

Beginner EAL learners

While pupils typically acquire fluency in everyday spoken English within 1–2 years, it often takes 5–7 years to develop proficiency in academic and formal written English. Pupils who are new to English benefit from being included in mainstream teaching and learning for most of their time, supporting both language development and social integration. This enables them to:

- develop oral fluency quickly.
- immediately feel part of the school.
- develop language in context.
- experience their full curriculum entitlement.

Targeted in-class support and small group literacy sessions can be highly beneficial during the early stages of English language acquisition. However, pupils should generally remain in core subjects such as Mathematics, Modern Languages, and practical disciplines, where they are often able to make strong progress regardless of their current level of English proficiency.

Responsibilities

Registrar

Should obtain, collate and distribute information on new EAL pupils to the Deputy Head (Academic and Pastoral), Heads of Year and Learning Support Department. This includes:

- Language(s) spoken at home
- References, individual educational plans and curriculum details from the previous school

Deputy Head (Academic)

Will ensure that:

- Regular liaison occurs among all staff working with EAL pupils
- Parents and staff are aware of the school's policy on pupils with EAL
- Training in planning, teaching and assessing EAL learners is available to staff
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed

Learning Support Department

Will:

- Oversee the evaluation of students' English proficiency at entry, utilising school entrance exams, NGRT, WRAT 5, and the Perspectives Placement Test when needed
- Seek first language assessment to ensure the accurate identification of SEN
- Ensure all teaching staff receive relevant information about pupils with EAL
- Provide advice to teachers and support staff on classroom strategies
- Provide guidance and support on all matters regarding EAL
- Provide INSET where appropriate to upskill staff or raise awareness of certain pupils
- Monitor standards of teaching and learning of pupils with EAL
- Monitor the provision for EAL pupils and plan suitable support for EAL pupils as appropriate – individual input; small group input; subject teaching strategies
- Liaise with pupils, parents/guardians
- HoD to report progress of pupils as part of their department review

Subject/Class teachers

Will:

- Familiarise themselves with each pupil's background, home language, and level of linguistic proficiency, using the SEND register and individual pupil profiles to ensure a comprehensive understanding
- Liaise with their HoD and, if necessary, Learning Support Department to discuss strategies for teaching and learning
- Apply their understanding purposefully and effectively when planning and adapting the curriculum, delivering classroom instruction, and organising pupil groupings
- Monitor academic progress and liaise and report results to their HoD and HoY