

English as an Additional Language (EAL) Policy

(Including EYFS and Wrap-around care)

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English as an Additional Language (EAL) Policy

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English as an Additional Language (EAL) Policy

1. Definition

The government definition of bilingual learners is 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003). For the purposes of this policy, all such pupils at the Foundation schools are included as having EAL.

2. Aims

We aim to ensure that:

- all EAL pupils are able to use English confidently and competently;
- all EAL pupils are able to use English as a means of learning across the curriculum;
- all EAL pupils are fully included into the life and work of their school;
- all pupils whose first language is not English reach their full potential.

3. Admissions and pupils with English as an Additional Language (EAL)

We welcome all children who can make the most of the opportunities offered by the Foundation schools and can flourish in the caring environment that they provide. The schools of the Foundation are academically selective, and all prospective pupils go through an assessment process. Therefore, in order to be able to access the curriculum, pupils need to have functional, near-fluent conversational and written English before entering one of the schools.

4. Entrance examinations – access arrangements

Where entrance exams are taken, reasonable adjustments can be made for pupils with EAL, if required: for example, they may make use of a translation dictionary for which additional time may be allocated.

5. On arrival

In order to cope with the academic and social demands of the Foundation schools, pupils should, ideally, be fluent English speakers, as appropriate to their age and developmental stage. The schools may recommend or require that some children receive individual tuition in English as an Additional Language prior to entry.

Pupils with EAL but who do not have an additional need or disability (SEND), are not automatically identified on the SEND Register of Pupils. However, provision may be made for pupils for whom English is an Additional Language (EAL) and the Learning Support team would aim to provide this, as appropriate to the individual.

A register is kept of pupils who have EAL and their performance and achievement are tracked and monitored whilst they are in the school.

6. Curriculum

The Learning Support team or SENDCo will inform teachers of the pupil's English language learning needs and what adjustments, if any, need to be made.

It may further be appropriate and possible for some EAL learners to join small Learning Support groups to aid their understanding and progress. Additional fees may be charged for this tuition.

It is appropriate to consider the suitability of the curriculum for pupils who are learners of English; there may be some flexible consideration, for example in choosing Modern Foreign Language options and/or Latin at Princethorpe College. This will not be needed by all but might be helpful in some cases.

7. Pastoral

It is recognised that pupils with English language learning needs may have additional or different pastoral needs. We take care to support them in integrating into the social environment on arrival, facilitated by the pastoral team at each school. This bespoke and sensitive care will continue as necessary as the child progresses through the school.