



EAL Policy

English as an Additional Language

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This Policy has regard to:

- **Admissions Policy**
- **Accessibility Plan**
- **Anti-bullying Policy**
- **Behaviour Policy**
- **Child Protection & Safeguarding Policy**
- **Complaints Policy (including pupil complaints)**
- **Curriculum Policy**
- **SEND policy**
- **Equal Opportunities and Diversity Policy**
- **Staff Handbook and Code of Conduct (including whistle blowing policy and grievance procedure)**

Introduction and Aims

This document provides information about support at Aldro in the broadest sense. It lays out the provision available to pupils with English as an Additional Language (EAL).

Aldro is an academically selective preparatory school and we welcome all pupils who can make the most of the opportunities that we offer and who can flourish in its caring environment. Treating every child as an individual is important to us and we welcome children with EAL, providing that the School, as a whole, feels it can reasonably give them the support that they require in the context of the School's overall aims and daily provision. In determining this, a pupil's present and future welfare is always central to any decision taken.

English as an Additional Language

Introduction

Our school welcomes pupils from a wide range of linguistic and cultural backgrounds. Many of our pupils speak one or more languages in addition to English, and we recognise the richness this brings to our community.

For the purposes of this policy, *English as an Additional Language (EAL)* refers to pupils whose first language is not English, including those who are fluent multilingual learners and those who are still developing proficiency.

This policy outlines our approach to identifying, supporting and celebrating EAL learners so that they can access the full curriculum, participate confidently in school life and achieve their potential.

Aims

Our aims are to:

- Ensure that all pupils can access learning and make strong progress, regardless of their level of English.
- Value and draw upon the cultural and linguistic experiences that EAL pupils bring to the School.
- Provide high-quality teaching and targeted support that enables pupils to develop confidence and fluency in spoken and written English.
- Promote an inclusive environment where multilingualism is recognised as an asset.
- Work in partnership with parents to support language development at home and at school.

Objectives

To achieve these aims, we will:

- Recognise and celebrate pupils' home languages and cultural identities to support self-esteem and belonging.
- Identify pupils' language needs promptly and accurately during the admissions process and throughout their time at school.
- Provide staff with the knowledge, strategies and resources needed to support EAL learners effectively.
- Monitor progress regularly and adjust provision where needed.
- Ensure that parents understand the School's approach to EAL and know how to support their child's language development.

School Ethos

We are committed to creating a learning environment where:

- Classrooms are inclusive, welcoming and culturally aware
- Pupils' home languages are acknowledged and, where appropriate, used as a bridge to learning
- Staff understand that developing academic English takes time and that pupils may require support even after they appear conversationally fluent
- Pupils feel confident to participate, take risks and use English in a range of contexts.

Identification and Assessment

The school identifies EAL needs through information gathered during the Admissions process, including languages spoken at home, previous schooling and any prior English language support. This information is shared with relevant staff before the pupil joins the school to ensure early planning and appropriate provision.

Teaching and Learning

High-quality classroom teaching is central to supporting EAL learners. Staff will:

- Plan lessons that are accessible to EAL pupils, including the use of visual support, modelling, scaffolding and structured talk.
- Set high expectations while recognising that pupils may need additional time to process language.
- Encourage extended responses rather than one-word answers.
- Provide opportunities for purposeful talk to support vocabulary development and writing.
- Build on pupils' existing knowledge and skills, including those gained in their home language.
- Recognise that newly arrived pupils may experience a "silent period" and allow time for confidence to grow.

Where appropriate, pupils may receive:

- In-class support.
- Short-term individual sessions.

Individual EAL lessons

- Short-term individual sessions focus on academic language, vocabulary, reading comprehension, grammar and writing skills, as well as supporting pupils' confidence in spoken English. The nature and frequency of

this support are outlined in the Offer Letter and agreed with parents prior to admission.

- Some pupils may also receive additional support in French to help them meet the linguistic demands of Common Entrance.
- Each pupil receiving individual EAL support has an EAL Profile informed by *The Bell Foundation EAL Assessment Framework* ([The Bell Foundation](#)). The profile records the pupil's level of English proficiency across listening, speaking, reading, writing, vocabulary and grammar, using the Bell Foundation's progression descriptors. These profiles are used to monitor a pupil's language development over time and to identify appropriate classroom strategies that will support the pupil's continued progress in English.
- EAL profiles and departmental assessment directly inform each pupil's personalised learning targets, which are set twice a year and reflect their current stage of English language acquisition as outlined in The Bell Foundation EAL Assessment Framework. These targets support steady progress in both curriculum access and language development, and are developed in collaboration with English teachers.

Access to the Curriculum

All EAL pupils follow the full curriculum. To support access:

- Teachers adapt materials and tasks where necessary.
- Key vocabulary will be pre-taught, reinforced and revisited, where necessary.
- Visuals, diagrams, timelines and practical activities are used to support understanding.
- Pupils are encouraged to use bilingual dictionaries or translation tools where appropriate. These tools are provided by the School.
- Additional support may be provided during subjects with high language demand.

Resources

The school aims to maintain a range of resources to support EAL learners, including:

- Age-appropriate bilingual dictionaries (where literacy in the home language is established).
- Visual aids, word banks and sentence starter.
- Digital tools to support vocabulary and comprehension.

Resource development is ongoing and reviewed annually.

Roles and Responsibilities

Admissions Team

- Collects and shares information about pupils' language background.
- Ensures new pupils are added to the EAL register.

Head of EAL

- Oversees identification and assessment of EAL pupils.
- Advises staff on strategies and provision.
- Monitors progress and updates the EAL register.
- Reviews the EAL policy annually.

Teachers and Teaching Assistants

- Plan and deliver lessons that support EAL learners.
- Monitor progress and raise concerns where needed.
- Share relevant information with colleagues.

Head of Learning Support:

- Oversees EAL provision at Aldro.

Parents:

- Support language development at home by encouraging reading, conversation, and continued use of the home language
- Attend meetings to discuss progress and next steps.

Partnership with Parents

We recognise that parents play a vital role in supporting language development. We will:

- Communicate clearly with families about their child's progress.
- Provide guidance on how parents can support English development at home.
- Encourage continued use of the home language, recognising its importance for cognitive and emotional development.

General***Staff development***

The School is committed to ensuring that all teachers are confident and skilled in meeting the needs of EAL pupils. Staff are supported through a coordinated programme of professional learning, information sharing and collaborative practice, including:

- **Clear, timely information on individual pupils**, shared through Learning Support, enabling teachers to plan effectively, make appropriate adaptations, and implement recommended strategies.
- **Regular professional learning opportunities**, including a designated Learning Support slot at weekly Staff Meetings and INSET days used to share updates, explore best practice and strengthen staff confidence in supporting diverse learners.
- **In-class observations and feedback**, carried out by the Head of Learning Support to support teachers in understanding pupils' needs, identifying barriers to learning and refining classroom practice. Feedback is shared with form teachers, subject teachers and the Director of Curriculum as appropriate.
- **Individual Learning Targets and EAL profiles** for pupils receiving targeted support. Teachers are expected to read, understand and implement the strategies and recommendations relevant to their subject area, ensuring a consistent and coordinated approach across the curriculum.

This approach ensures that staff are equipped with the knowledge, skills and resources needed to deliver high quality, inclusive teaching for all pupils.

Working with Parents

Aldro actively encourages the involvement of parents in their child's education. Parents are able to contact staff within the department via email or in-person meetings by arrangement. In addition, teachers of Learning Support comment formally, once a year, on a pupil's end of year report.

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCO if their child's progress

or behaviour gives cause for concern.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

Pupil Participation

Teachers in the department ensure that they are fully aware of their pupils' learning profile and involve their pupils in drawing up targets.

Charging Policy

Individual EAL lessons in the Learning Support Department, including extra French, are charged as extras. Details of the current cost per term are available on the School's website.