Charitable Objects of St. Catherine's School- *The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day School or Schools for girls in which the teaching shall be in accordance with the principles of the Church of England.*

ST CATHERINE'S SCHOOL BRAMLEY

SENIOR SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

'Believe… Achieve… Succeed'

Policy Holder:	Elodie Nevin
Date Approved	September 2026
Approval	Academic Committee
Date for next review	June 2027

This policy will be reviewed annually or sooner if there are statutory revisions.

The Policy

This policy ensures a coherent, consistent and inclusive framework that supports high-quality teaching and learning across the School.

1. Policy Statement

This policy sets out the School's approach to supporting students for whom English is an Additional Language (EAL). The School is committed to providing an inclusive learning environment in which all students, regardless of their linguistic background, are able to access the curriculum, participate fully in school and boarding life, and achieve their academic and personal potential.

The School recognises that EAL learners represent a diverse group of students with varying levels of English proficiency, educational experiences and cultural backgrounds. The development of English language skills is viewed as integral to academic success, student wellbeing and successful integration into the School community.

2. Definition of English as an Additional Language (EAL)

The School adopts the definition used by the Department for Education and The Bell Foundation. A student is identified as having English as an Additional Language if they have been exposed to a language at home that is known or believed to be other than English.

This includes:

- Newly arrived international students.
- Students educated previously in international schools where English is the medium of instruction.
- Students born overseas who have subsequently relocated to the UK.
- Students born in the UK whose first language is not English.
- Fully bilingual students.
- Students at all stages of English language acquisition.

EAL status does not imply a learning difficulty. Students may simultaneously be identified as having Special Educational Needs and Disabilities (SEND), in which case both areas of need will be supported appropriately.

3. Aims

The School aims to:

- Enable EAL students to access the full curriculum and wider school experience.
- Support students in developing academic and social English proficiency.
- Foster confidence, independence and wellbeing.
- Ensure students can participate fully in boarding and co-curricular life.
- Monitor progress carefully and provide appropriate intervention where required.
- Work collaboratively with parents, guardians and boarding staff to support language development.
- Recognise and celebrate linguistic and cultural diversity.

4. Admissions

EAL applicants are subject to the School's standard admissions procedures and requirements.

In addition:

- Applicants identified as EAL will complete English language assessment as part of the admissions process.
- Assessment may include recognised language testing, written tasks, interviews and previous school reports.
- The purpose of assessment is to determine whether the applicant can access the curriculum successfully and to identify any language support requirements.
- Admission decisions will take account of the applicant's current level of English proficiency and ability to engage successfully with the academic demands of the School.

Where appropriate, the School may make an offer of a place subject to specific Conditions of Study.

Refer to the separate Admissions Policy.

5. Conditions of Study

Conditions of Study form part of the School's admissions agreement where additional language support is required.

These conditions:

- Are communicated clearly at the point of offer.
- Specify the required level of EAL provision and support.
- May include compulsory one-to-one lessons, group provision or other interventions.
- May incur additional charges.
- Are designed to give students the greatest opportunity to develop the language skills necessary for academic success and full participation in school life.

Students' language development will be reviewed regularly and support arrangements may be adjusted according to progress.

6. Assessment and Identification

Initial Assessment

Students may be assessed using:

- School admissions testing
- Cambridge English Qualifications
- IELTS
- Linguaskill
- Other recognised language assessment tools
- Information provided by previous schools.

English Proficiency Levels

The School uses the Department for Education English Proficiency Scale:

Level	Descriptor
A	New to English
B	Early Acquisition
C	Developing Competence
D	Competent

Level	Descriptor
E	Fluent
N	Not Yet Assessed

These descriptors inform planning, intervention and monitoring of student progress.

7. Curriculum Access Expectations

The School seeks to admit students who are likely to access the curriculum successfully with appropriate support.

As a guide:

Entry Point	Expected Minimum English Level
U3-U5 (Years 7-9)	A2/B1 CEFR
L5-U5 (Years 10-11) GCSE	B1 CEFR
Sixth Form L6 (Year 12)	B2 CEFR

Applicants below these levels are unlikely to be offered a place unless exceptional circumstances apply and the School determines that suitable support can be provided.

Students requiring additional language support may receive an offer subject to Conditions of Study.

8. EAL Support Provision

Support is determined through assessment and ongoing monitoring.

Support Stage 1 – Minimal Concern

English Proficiency: Fluent (E)

Provision includes:

- High-quality inclusive classroom teaching.
- Monitoring of academic progress.
- Access to support if required.

Support Stage 2 – Mild Concern

English Proficiency: Competent (D)

Provision includes:

- Inclusive teaching strategies.
- Occasional in-class support.
- Progress monitoring.

Support Stage 3 – Medium Concern

English Proficiency: Developing Competence (C-D)

Provision includes:

- Short-term one-to-one intervention.
- Targeted language development.
- In-class support as required.
- Monitoring and review.

Support Stage 4 – Medium-High Concern

English Proficiency: Developing Competence (C)

Provision includes:

- Flexible one-to-one lessons.
- Small-group EAL teaching.
- Curriculum language support.
- In-class support and monitoring.

Support Stage 5 – High Concern

English Proficiency: Early Acquisition (B-C)

Provision includes:

- Regular one-to-one EAL lessons.
- Structured EAL group classes.
- Intensive language intervention.
- Classroom support.
- Frequent monitoring and review.

9. Teaching and Learning

All teachers share responsibility for supporting EAL students.

Teachers are expected to:

- Use inclusive teaching strategies.
- Promote language development across the curriculum.
- Provide appropriate scaffolding of tasks.
- Check understanding regularly.
- Support the acquisition of academic vocabulary.
- Make use of visual resources and modelling where appropriate.
- Maintain high expectations for achievement.

EAL students will be encouraged to use their linguistic strengths while developing increasing independence in English.

10. Boarding Provision

The School recognises that boarding students use English beyond the classroom and may require additional support to navigate social, emotional and practical aspects of boarding life.

Boarding staff will:

- Support student integration into the boarding community.
- Encourage participation in activities and social opportunities.
- Work with academic and EAL staff to monitor wellbeing and progress.
- Provide opportunities for authentic English language practice.
- Ensure students understand routines, expectations and safeguarding procedures.

Where appropriate, boarding students may receive additional induction support following arrival.

11. Additional Support Measures

Where necessary, EAL students may benefit from:

- Peer buddy systems.
- Access to educational technology and language-learning software.
- Independent study resources.
- Access to an EAL learning hub or designated support space.
- Academic mentoring.
- IELTS preparation and university-entry language guidance for Sixth Form students.

12. Monitoring and Review

Student progress will be monitored through:

- Classroom assessment.
- Academic attainment data.
- Teacher feedback.
- EAL assessment reviews.
- Formal language testing where appropriate.

Support levels may be increased, reduced or withdrawn in response to demonstrated progress.

13. Transition to Sixth Form and Higher Education

Students progressing to Sixth Form must demonstrate sufficient English language proficiency to access A Level courses successfully.

The School will:

- Review language proficiency before admission to Sixth Form.
- Provide advice regarding course selection where language demands are significant.
- Support students preparing for university entry language requirements.
- Offer IELTS preparation when appropriate.

Students whose GCSE English outcomes do not meet the requirements of their intended university may be advised to undertake further language preparation.

14. EAL and SEND

The School recognises that some students may have both EAL needs and Special Educational Needs and Disabilities.

Where dual identification exists:

- EAL needs and SEND needs will be assessed separately.
- Appropriate interventions from both teams will be provided.
- Staff will work collaboratively to ensure students receive coherent support.
- Students will have equal access to SEND provision and EAL provision.

15. Roles and Responsibilities

Head

- Oversees implementation of the policy.

- Ensures appropriate staffing and resources.

EAL Coordinator

- Leads EAL assessment and provision.
- Monitors student progress.
- Advises staff and parents.
- Coordinates intervention programmes.

Teachers

- Deliver inclusive lessons.
- Monitor language development.
- Implement recommended strategies and adjustments.

Boarding Staff

- Support social integration and wellbeing.
- Reinforce language development outside lessons.
- Communicate concerns to relevant academic staff.

Students

- Engage positively with EAL provision.
- Attend required support sessions.
- Take responsibility for their language development.

Parents and Guardians

- Support attendance and engagement with EAL provision.
- Communicate effectively with the School regarding language needs.

16. Equality and Inclusion

The School values multilingualism and cultural diversity and is committed to ensuring that no student experiences disadvantage because English is an additional language. EAL students will have equal access to educational opportunities, enrichment activities, boarding experiences and pastoral support.