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

PREP SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

'Believe… Achieve… Succeed'

Policy Holder	Matthew Parry
Date Approved	September 2026
Approval	Academic Committee
Date for next review	September 2027

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

The Policy

This policy is guided by the principles outlined in the Prep School Teaching and Learning Policy.

Other relevant school policies include:

- Admissions Policy
- Health and Wellbeing Policy
- Equal Opportunities Policy
- Accessibility (3 Year) Plan
- SEND and Inclusive Learning Policy
- Prep School English as an Additional Language Policy
- The School's published statement on Equality, Diversity and Inclusion

These key policies aim to provide equality of opportunity, a wide and varied curriculum for each pupil and a learning environment which enables all pupils to have the opportunity to learn and make progress.

Aims of the Policy

The aim of this policy is to help us ensure that we meet the full range of needs of those children for whom English is an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

The Prep School is committed to providing an inclusive learning environment in which all pupils, regardless of their linguistic background, are able to access the curriculum, participate fully in school life, and achieve their academic and personal potential.

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

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 (pupils) 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 children who are bilingual as well as those at different stages of learning English.

They may be:

- Students arriving from other countries and whose first language is not English.
- Students who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- 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. Pupils may simultaneously be identified as having Special Educational Needs and Disabilities (SEND), in which case both areas of need will be supported appropriately.

Admissions Policy

St Catherine's Preparatory School is an independent, selective, single sex preparatory school. EAL applicants are subject to the same admissions procedures as other applicants. Refer to the separate Admissions Policy.

Identification

Pupils will usually be identified as being EAL during the admission process.

Parents will be asked if:

- English is spoken all the time.
- English is spoken a majority of the time.
- Bilingual - both languages are spoken equally.

- Alternative language is spoken a majority of the time.
- Alternative language is spoken all the time.

Children who speak an alternative language the majority of the time or some of the time, will be placed on the EAL register. Children may also be placed on the register at the request of their teacher, and in consultation with the Head of Inclusive Learning (SENDCo) when observations and assessments show that they are experiencing difficulties related to EAL.

If a child starts at St Catherine's in Prep School or PPI (Reception), observations and baseline assessments will identify the level of the child's language. Where appropriate, specific provision may be put in place to support the child in their learning.

If, at a later date, a teacher becomes concerned that a pupil may be experiencing difficulties related to EAL, they will liaise with the Head of Inclusive Learning (SENDCo) to discuss appropriate strategies. The class teacher will also liaise with the parents, involving them in the decision-making process, where appropriate. All relevant staff will be informed. The EAL Register is updated by the Head of Inclusive Learning (SENDCo) and is accessible to all staff.

If there is a concern about a pupil's progress in the Prep School, linked with their language, the Head of Inclusive Learning (SENDCo) will investigate further. They may use any of the following assessments:

- Reading fluency including speed, accuracy and recall.
- Speed of writing and handwriting style and legibility.
- Speaking and listening, including receptive and expressive language skills (BPVS, WRIT) and using teacher assessment. This will be done in consultation with parents in order to identify specific language needs and progress.
- Use of the Oxford Placement Test to assess English language proficiency levels and to inform appropriate support, intervention strategies and ongoing monitoring of progress.

Monitoring

English language acquisition for listening, speaking, reading and writing is monitored on a termly basis by both the class teacher and the Head of Inclusive Learning (SENDCo). Deputy Head (Academic), Head of Prep School and Head of Inclusive Learning (SENDCo) meet class teachers during Pupil Progress Meetings to review and assess the child's progress across all the entire curriculum, identifying any language barrier that may arise or persist.

Key Principles for Additional Language Acquisition

- All teachers have a responsibility for teaching English as well as specific subject content.
- The language demands of learning tasks need to be identified and planned for.
- Language develops best when used in purposeful contexts, across the curriculum.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed and must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued and pupils should be encouraged to maintain their home language.
- Our EDI Lead will work with our Head of Inclusive Learning (SENDCo) to ensure that the language heritage of the Prep pupils is recognised, valued and celebrated.

- Teaching and support staff play a crucial role in modelling the correct use of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- All languages, dialects, accents and cultures are valued;' however we aim to teach standard English.
- Teachers should be aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language which can take 7-10 years to reach the level of a native speaker.

A clear distinction should be made between children with EAL and children with Special Educational Needs and Disabilities.

Teaching and Learning

All teachers share responsibility for supporting EAL pupils.

- Class Planning is shared with support staff and where appropriate includes differentiated activities and tasks matched to individual EAL pupils' needs.
- Lessons have clear learning objectives and appropriate support, and resources ensure that all pupils are able to participate in lessons.
- Teachers review groupings and pairings regularly to ensure that EAL pupils have access to strong English language models. Teaching staff are also responsible for modelling correct English.
- Key language features for specific curriculum area or topic are identified and discussed to ensure understanding.
- Tier 2 words are also taught across the curriculum to support academic progress for all pupils, including those with EAL.
- Children have regular opportunities to be involved in speaking and listening tasks within lessons.
- Additional visual support such as posters and pictures may be provided to aid understanding.
- Additional verbal support may be provided such as repetition, modelling, explanation of idioms and expressions and partner work.
- Scaffolded questioning is used to encourage EAL pupils to answer questions verbally.
- Specific topic vocabulary can be sent home prior to the start of each term, where appropriate, to allow parents to help their children to become familiar with the vocabulary before they cover the topic in class.
- Reasonable steps are made to provide children with the opportunities to use their home language within school to support their language development at home. For example, encouraging children with EAL in the Early Years to play in their home language.

Planning, Monitoring and Evaluation

- The class teachers and specialist teachers are aware of the EAL pupils they teach and plan appropriately.
- Observations of specific EAL pupils are carried out by the Head of Inclusive Learning (SENDCo). This may result in recommendations of additional strategies that could be used to support the EAL student in class.

- Termly Progress Meetings will include a focus on the progress made by those pupils with EAL in order to assist tracking patterns and trends and identify any further development needed.
- If there are concerns raised about the progress an EAL child is making in relation to their English language development (impacting on their progress in all subject areas), further observations and discussions with relevant teachers and parents will take place. To support the child's English language development and overall progress, an Inclusive Learning teacher may withdraw the child and provide additional lessons. This support could be delivered through small group sessions with peers who have similar needs or through one-to-one instruction. Small groups focus on a specific range of skills, and while some children may not be EAL learners, they require similar support to develop these skills. Consequently, language acquisition is integrated into these sessions. Children receiving Inclusive Learning will be provided with an Individual Provision Map which will be shared with their parents and reviewed regularly.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Additional Educational Needs (AEN) and Disabilities and Highly Able pupils

- Most EAL pupils who need additional support do not have an additional/special educational need or disability.
- Should an AEN be identified, EAL pupils have equal access to the school's provision and will be supported appropriately as outlined in the Inclusive Learning policy.
- If EAL pupils are identified as more able or exceptionally able, they have equal access to the school provision and teaching will be adapted appropriately.

Parental/Community Involvement

The School provides a welcoming admissions process for the induction of new pupils and their families/carers. We respect the linguistic, cultural and religious backgrounds of our parents/carers and help them understand how they can support their child at home, especially by continuing the development of their first language. When appropriate we will work closely with members of the wider community to support our EAL pupils. Our Prep School PTA also provide support through their network.

Equality and Inclusion

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

Staff Development

Staff will be able to undertake professional development to ensure that provision for EAL pupils is appropriately delivered.