

English As Additional Language Policy

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Aim of policy:

Park School aims to ensure that pupils with EAL are known, valued, supported and challenged. The School's approach combines high expectations with responsive support so that pupils can develop the language, confidence and independence needed to succeed academically and socially.

The aims of this policy are to:

- Enable EAL pupils to access the curriculum fully and confidently.
- Support the development of spoken, written and academic English.
- Maintain high expectations for achievement, progress, conduct and participation.
- Ensure EAL pupils are fully included in teaching, and co-curricular life.
- Promote cultural awareness, respect and inclusion across the School community.
- Support pupils' wellbeing, identity, confidence and sense of belonging.
- Ensure that language barriers do not prevent pupils from accessing safeguarding, pastoral or academic support.
- Meet the School's welfare, inclusion responsibilities in both day and residential settings.

Related Guidance and School Policies

This policy outlines the schools approach to the teaching and support of students with English as an additional language, but is not exhaustive in its scope and should be used in conjunction with the following policies, statutory guidance and advice:

Policies:

- *Safeguarding and Child Protection Policy*
- *Behaviour & Sanction Policy*
- *Anti-Bullying Policy*
- *Early Years Framework*
- *Curriculum Policy*
- *Equality, Diversity and Inclusion Policy*
- *Examinations Policy*
- *Guardianship Policy*
- *SEND Policy*

Statutory & Regulatory Guidance

- *Education Act 2002*
- *Childcare Act 2006*
- *Education and Skills Act 2008*
- *Equality Act 2010*
- *National curriculum in England: framework for key stages 1 to 4*
- *English proficiency: pupils with English as additional language — DfE 2020*
- *English as an additional language (EAL) — Help for early years providers*
- *SEND code of practice: 0 to 25 years*

- *Early years foundation stage (EYFS) statutory framework for group and school-based providers — applies from 1 September 2026*

Policy Statement

Park School values the linguistic, cultural and educational diversity of its community. Pupils for whom English is an additional language make an important contribution to the academic, social, cultural life of the School, and the School is committed to ensuring that all EAL pupils are supported to achieve academic success, personal confidence and full participation in school life.

This policy sets out how **Park School** identifies, supports, teaches, monitors and reviews provision for pupils with English as an Additional Language across the whole School, including Early Years, Lower and Junior School. It applies to pupils at all stages of English language acquisition, from those who are new to English to those who are fluent in social English but require support with academic, subject-specific or examination language.

The School recognises that learning English as an additional language is not, in itself, a special educational need. Many EAL pupils are able learners whose curriculum knowledge, reasoning and ability may be ahead of their current ability to express themselves fully in English. The School therefore seeks to ensure that language development is supported without lowering expectations, restricting curriculum entitlement or limiting pupils' access to wider school opportunities.

This policy supports the School's Teaching and Learning aims, Curriculum Policy, SEND Policy, Safeguarding and Child Protection Policy and wider inclusion responsibilities.

Defining EAL

A pupil is considered to have English as an Additional Language if English is not their first language and they require additional support to access the curriculum, communicate confidently, develop academic English or participate fully in school life. The term includes pupils who may speak more than one language at home, pupils who have recently arrived in the United Kingdom, pupils who have previously attended English-speaking schools overseas, and pupils who are fluent speakers of conversational English but require further support with reading, writing, technical vocabulary or formal academic language.

EAL pupils may include:

- Pupils new to English.
- Pupils at an early stage of English acquisition.
- Pupils developing conversational and social English.
- Pupils developing academic English across the curriculum.
- Fluent speakers who still require support with subject-specific language, examination language, extended writing or formal registers of English.

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The School recognises bilingualism and multilingualism as strengths. Pupils' home languages are valued as part of their identity and as a resource for learning. Where appropriate, pupils may be

encouraged to draw on their first language to support understanding, develop confidence and make links between prior knowledge and new learning in English.

Identification and Assessment of EAL needs

Park School identifies and assesses EAL needs through admissions information, transition processes, on-entry assessment, classroom observation, specialist review and ongoing academic monitoring. The purpose of identification and assessment is to ensure that pupils receive the right support at the right time and that provision is adapted as their English develops.

Assessment of EAL needs is not limited to whether a pupil can speak conversational English. The School considers pupils' confidence and competence in speaking, listening, reading, writing, comprehension, vocabulary, grammar, academic language and subject-specific communication. This ensures that pupils who appear fluent socially are not overlooked where they still require support with academic English.

Where there is uncertainty about whether a pupil's difficulty is related to EAL, SEND, prior educational experience, social adjustment, confidence or another factor, staff will take a careful and evidence-informed approach. EAL pupils must not automatically be assumed to have SEND because they are acquiring English. Equally, the presence of EAL must not delay appropriate identification of SEND where additional needs may also be present.

Admissions and Entry

EAL needs are considered during the admissions process so that the School can understand each pupil's language background, educational history and likely support needs before entry. Information may be gathered from application forms, parent information, previous schools, interviews, taster days, online conversations, baseline assessments, writing samples or other appropriate admissions activities.

During admissions, the School will seek to understand the pupil's previous experience of education, languages spoken at home, confidence in English, curriculum strengths, possible areas of vulnerability and any previous specialist support. For international pupils, the School will also consider transition needs, cultural adjustment, communication with parents overseas, guardianship arrangements where applicable and the pupil's ability to understand routines, expectations and sources of help.

Admissions assessment will be used to determine support and suitability of provision, not to make assumptions about a pupil's potential. The School will consider whether reasonable adjustments, induction support, EAL teaching, pastoral support or further assessment are required to enable the pupil to settle and access learning successfully.

On Entry to the School

On entry, pupils identified as having EAL needs will be assessed to establish their starting points and to plan appropriate support. This assessment may include formal or informal checks of speaking, listening, reading, writing, comprehension, vocabulary, grammar and academic language. Teachers

will also observe how pupils interact with peers, respond to instructions, use classroom language and engage with written and oral tasks.

The assessment process will identify:

- Speaking and listening skills.
- Reading comprehension.
- Writing accuracy and fluency.
- Vocabulary and grammar development.
- Confidence in social and academic communication.
- Subject-specific and academic language needs.
- Any immediate pastoral or safeguarding communication needs.

Information from the on-entry assessment will be shared with relevant staff on a need-to-know basis so that teaching, pastoral care support can be planned appropriately. Where a pupil is in EYFS, assessment will take account of the child's developmental stage, communication in English, use of home language, settling needs and information from parents or carers.

Ongoing Assessment

Progress in English is monitored regularly through classroom assessment, specialist EAL reports, academic tracking systems, teacher feedback, pastoral observations and pupil voice. Support is reviewed and adapted as pupils develop, so that provision remains proportionate and responsive.

Ongoing assessment will consider both language development and curriculum access. Staff should consider whether a pupil can understand instructions, access reading material, use key vocabulary, participate in discussion, produce written work, respond to feedback and demonstrate knowledge in each subject. Where assessment outcomes appear lower than expected, teachers should consider whether language demands may have affected performance.

The School will use assessment information to decide whether pupils require continued specialist EAL teaching, in-class support, targeted vocabulary teaching, examination-language support, study-skills support or a reduced level of intervention. Pupils' progress will be reviewed in relation to their starting points, academic potential and confidence, not solely by comparison with native English-speaking peers.

Provision & Support

EAL provision at **Park School** is tailored to individual need. The School aims to provide support that enables pupils to access mainstream learning, develop independence and participate fully in the wider life of the School. Support may be delivered through specialist EAL teaching, adapted classroom practice, pastoral support and targeted academic intervention.

Support may include:

- Small-group or one-to-one EAL lessons.
- In-class support or targeted differentiation.
- Pre-teaching or front-loading of key vocabulary.

- Academic language development for subject-specific terminology.
- Support with reading comprehension, writing structure and grammar.
- Support with coursework, examination language and study skills.
- Use of visual prompts, models, examples and structured tasks.
- Additional pastoral induction for pupils new to the School or new to the UK.

Where withdrawal from lessons is deemed necessary, it will be carefully considered and regularly reviewed. Withdrawal will be used to accelerate access to the curriculum, not to isolate pupils from mainstream learning. The School will seek to avoid unnecessary loss of core curriculum time and will consider the pupil's age, stage, confidence, timetable and academic priorities.

EAL Support Approaches

EAL support will be planned according to the pupil's level of English proficiency, curriculum needs and personal circumstances. Pupils new to English may require more intensive support with routines, survival language, basic vocabulary, listening and spoken communication. Pupils with developing competence may require support with grammar, sentence structure, reading comprehension and subject vocabulary. Pupils with more advanced English may require support with essay writing, academic register, inference, evaluation, technical terminology and examination command words.

Support will be practical, purposeful and linked to classroom learning wherever possible. It should help pupils understand what is being taught, participate in lessons, produce work that reflects their ability, and build confidence in using English across a range of contexts. Staff will aim to develop pupils' independence so that support can be reduced as language proficiency and confidence increase.

Across the Curriculum

All teachers are teachers of language. Every subject has its own vocabulary, sentence structures, forms of explanation and ways of communicating knowledge. Teachers therefore have a responsibility to support EAL pupils in accessing the language demands of their subject.

All teaching staff should:

- Recognise language as central to learning.
- Plan for vocabulary, reading, writing, speaking and listening demands.
- Scaffold tasks and instructions appropriately.
- Model accurate spoken and written English.
- Provide clear explanations, examples and structured tasks.
- Use visual, practical and contextual support where helpful.
- Check understanding without relying only on pupils saying that they understand.
- Encourage participation and confidence in spoken English.
- Give pupils time to think, rehearse and respond.

Teachers should avoid assuming that limited English means limited understanding. Where appropriate, pupils should be given opportunities to demonstrate knowledge through supported

speech, diagrams, practical work, structured writing, bilingual resources or other appropriate methods.

Teaching, Learning & Assessment

Teaching and learning for EAL pupils at **Park School** is ambitious, inclusive and responsive. EAL pupils are taught in mainstream classes and are expected to access a broad and balanced curriculum, with support and adaptation where needed. The School maintains high expectations and recognises that pupils learning English may still be capable of high academic achievement.

Teaching for EAL pupils is:

- **Ambitious**, with high academic expectations and access to challenging content.
- **Inclusive**, with pupils taught alongside their peers wherever possible.
- **Responsive**, with support adjusted as language proficiency develops.
- **Language-conscious**, with explicit attention to vocabulary, structures and academic language.
- **Culturally aware**, valuing pupils' backgrounds and prior experiences.

Assessment should reflect individual learning stages and should consider language development when interpreting outcomes. Teachers should use assessment to identify whether pupils need support with knowledge, skills, language, confidence or a combination of these. Assessment information should inform teaching strategies, intervention, feedback and communication with parents.

Underlying Teaching Principles

Effective EAL practice is grounded in the understanding that pupils learn best when language is taught in meaningful contexts and connected to prior knowledge. EAL pupils need opportunities to hear, practise, rehearse, use and refine English across the curriculum and in social situations. They also need adults to make language explicit rather than assuming that pupils will automatically infer vocabulary, grammar, idioms, expectations or classroom routines.

Teachers should use a balance of explicit teaching, modelling, visual support, structured talk, guided practice and independent application. Support should not remove challenge; rather, it should enable pupils to access challenge successfully. The aim is for pupils to become confident, independent users of English in both academic and social contexts.

Activating Prior Learning

Activities that enable pupils to activate prior knowledge help them make sense of new learning and engage more confidently. Teachers should seek to establish what pupils already know about a topic, including knowledge gained in another country, another curriculum, another language or through personal experience.

Pupils may be supported to draw on their first language, use bilingual dictionaries, talk through ideas with a peer, respond to images, answer questions orally, create mind maps or make links with familiar

examples. This helps pupils understand that their previous knowledge is valued and that learning English builds on, rather than replaces, what they already know.

Providing Rich Context

EAL learners benefit from rich contextual support that helps them understand information conveyed in English. Teachers should use images, diagrams, timelines, objects, demonstrations, models, real-life examples and graphic organisers where these help pupils make meaning.

Context is particularly important when introducing unfamiliar vocabulary, abstract concepts, idiomatic expressions or culturally specific references. Teachers should avoid presenting language in isolation where possible and should connect new words and ideas to meaningful examples, practical activity, visual support and repeated use.

Making English Explicit in the Classroom

Teachers should make the English language explicit within the context of curriculum learning. This includes drawing attention to key vocabulary, subject-specific terminology, command words, sentence structures, connectives, grammatical patterns and the different forms of language used for explanation, comparison, evaluation, argument, description and analysis.

Strategies may include oral and written models, sentence starters, speaking frames, writing frames, vocabulary lists, worked examples, annotated texts and guided rehearsal. Pupils should be encouraged to notice how English is used in different subjects and to practise using increasingly precise and formal language.

Developing Learner Independence

The School aims to develop EAL pupils as independent learners who can organise themselves, ask for help appropriately, work cooperatively, take turns, listen actively, contribute to discussion and use strategies to overcome barriers. Teachers should explicitly teach classroom routines, learning behaviours and social expectations where these may differ from pupils' previous educational or cultural experiences.

Newly arrived pupils may need additional explanation of school routines, behaviour expectations, homework systems, assessment practices, classroom discussion, group work and relationships with adults. A buddy system may be used where appropriate to help pupils understand routines, settle socially and navigate school life. Where possible, a buddy who shares the pupil's home language may be helpful, but the priority is that the buddy is kind, reliable and able to provide reassurance.

Teachers should support independence through modelling, guided practice, note-taking strategies, summarising activities, checklists, visual prompts and opportunities for pupils to reflect on their own progress. The aim is to reduce reliance on adult support over time while ensuring pupils remain confident and successful.

Supporting Learners with EAL to Extend Their Vocabulary

EAL pupils at all levels need regular opportunities to extend their English vocabulary. This includes everyday vocabulary, curriculum vocabulary, academic vocabulary, idioms, formal and informal registers, and the subject-specific language needed for success in lessons and examinations.

Vocabulary teaching should be planned, explicit and revisited. Teachers may use translation, images, flashcards, word banks, morphology, etymology, dual coding, oral rehearsal, reading activities and repeated retrieval to support vocabulary growth. Pupils should be encouraged to use new vocabulary in speech and writing and to understand differences between conversational English and formal academic English.

Pastoral Support

Teachers and pastoral staff provide guidance, reassurance and support for EAL pupils. New pupils are helped to understand routines, expectations, rules, social norms and sources of support. Staff will be alert to the possibility that pupils may appear quiet or compliant because they lack language confidence, not because they fully understand or have no concerns.

EAL pupils are encouraged to participate fully in school, including clubs, activities, House events, trips, assemblies and leadership opportunities. Pastoral support will focus on belonging, confidence, friendships, wellbeing, independence and safe communication.

Welfare & Safeguarding

Language barriers must not prevent pupils from reporting concerns, accessing support or understanding safeguarding procedures. Staff must take additional care to ensure that EAL pupils know who they can speak to, how to ask for help, what to do if they feel unsafe, and how concerns will be handled.

Where necessary, staff will provide additional explanation, visual support, interpretation or reassurance to ensure pupils understand safeguarding messages. Staff should be aware that pupils with limited English may find it harder to describe worries, symptoms, peer difficulties, bullying, homesickness or unsafe situations. Concerns about welfare, safeguarding, mental health or communication must be reported in accordance with the School's Safeguarding and Child Protection Policy.

Safeguarding information must be communicated in a way that pupils can understand.

Inclusion, Wellbeing and Cultural Identity

The School actively promotes respect for pupils' home languages, cultures and identities. Linguistic difference is treated as a strength and as part of the richness of the School community. Pupils should not be made to feel embarrassed about their accent, home language, cultural background or stage of English acquisition.

The School promotes:

- Respect for pupils' home languages and cultures.

- Positive self-identity and confidence.
- Opportunities for cultural exchange.
- Inclusive classrooms.
- Friendship, belonging and participation.
- Recognition of multilingualism as an asset.

EAL pupils are supported to develop friendships, confidence and independence. Staff should actively challenge stereotyping, low expectations or unkindness related to language, nationality, ethnicity, accent or culture.

Curriculum Access and Assessment

EAL pupils are entitled to access the full curriculum and wider School experience. Teachers will adapt teaching to support access through scaffolding, vocabulary support, visual aids, modelling, structured talk, clear instructions and differentiated resources where required.

Pupils may be withdrawn from lessons for EAL support where this is deemed necessary and beneficial. Such withdrawal should be carefully planned, time-limited where possible, and reviewed regularly to ensure that it supports curriculum access rather than narrowing the pupil's educational experience.

Assessment of EAL pupils should consider the extent to which language may affect a pupil's ability to demonstrate knowledge. Teachers should distinguish between lack of subject understanding and difficulty expressing understanding in English. Examination access arrangements, where relevant, will be considered in accordance with the School's Assessment and Examinations procedures and applicable awarding body rules.

Parental Partnership

Park School works closely with parents to support pupils' English language development, academic progress, wellbeing and integration. Parents provide essential information about the pupil's language background, educational history, strengths, previous support and home routines.

The School will work with parents to:

- Share information about progress and support.
- Provide guidance on how language development can be supported at home.
- Ensure clear communication between School and families.
- Support transition into school.
- Review provision where concerns arise.

Where needed, additional communication support may be used to ensure understanding. This may include simplified written communication, translated information, interpreters, bilingual staff support, meetings online or in person, visual information or careful follow-up. Parents should be encouraged to continue using the pupil's home language where this supports confidence, identity and communication within the family.

Roles and Responsibilities

The School

The School is responsible for ensuring that appropriate EAL provision is in place and that EAL pupils are included, supported and challenged. Senior leaders will ensure that EAL provision is considered within curriculum planning, teaching and learning, admissions, pastoral care, safeguarding, assessment and review.

The School will:

- Ensure appropriate EAL provision is in place.
- Allocate resources effectively.
- Review EAL provision regularly.
- Ensure relevant staff are aware of pupils' language needs.
- Promote inclusion, cultural respect and high expectations.

Teaching Staff

Teaching staff are responsible for ensuring that EAL pupils can access learning in their classrooms. They should plan lessons that support language development, identify and report concerns, monitor progress and engagement, and use strategies that support academic English.

Teaching staff should recognise that language development takes place in every subject and should provide clear explanations, vocabulary support, structured tasks and opportunities for pupils to practise spoken and written English.

EAL, SEND and Pastoral Staff

Staff with responsibility for EAL, SEND or pastoral support will work together to identify needs, plan provision, review progress and distinguish between language acquisition, learning needs and pastoral concerns. Where a pupil has both EAL and SEND, provision should be coordinated so that support is joined up and appropriate.

Pupils

Pupils are encouraged to engage positively with support, ask for help when needed, participate in lessons and wider activities, and respect the languages and cultures of others. Pupils should be supported to take increasing responsibility for their own language development as they mature.

Parents

Parents are encouraged to share relevant information with the School, support language development at home, attend meetings where possible and communicate any concerns about progress, confidence, wellbeing or adjustment.

Monitoring and Review

The School will monitor the effectiveness of EAL provision through assessment information, academic tracking, specialist reports, teacher feedback, pastoral information, pupil voice and parental communication. Monitoring will consider pupils' progress in English, access to the curriculum, participation in school life, wellbeing and readiness for the next stage of education.

This policy will be reviewed annually or following significant legislative, regulatory or guidance updates. It may also be reviewed following inspection findings, changes to School provision, safeguarding concerns, patterns in pupil outcomes, parental feedback or developments in EAL practice. The review will consider whether the policy remains effective in supporting pupils across the school.