



# HEATHSIDE SCHOOL

## HAMPSTEAD

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## **EAL Policy**

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Next Review Date: November 2026

Circulation: This policy has been adopted by the Governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children. 'Parents' refers to parents, guardians and carers.

## **English as an Additional Language (EAL) Policy**

(Applies to the whole school, including the Early Years Foundation Stage (EYFS))

### **Legal status**

This policy is designed to comply with the Education (Independent School Standards) (England) Regulations 2014 and the requirements of the Equality Act 2010 (including accessibility duties).

### **Applies to**

- The whole school, including the EYFS.
- All pupils, including those who have English as an additional language (EAL).

### **Related documents**

- Special Educational Needs and Disability (SEND) Policy
- Curriculum: Teaching and Learning Policies

### **Availability**

This policy is published on the School website and may also be obtained in large-print or other accessible formats on request from the School Office.

### **Monitoring and review**

- The Headteacher will continuously monitor, refine and audit this policy.
- A formal review will be undertaken no later than one year from the date shown below, or earlier if changes to legislation, regulatory requirements or best practice require it.

## **1. Introduction**

Heathside School welcomes children from all over the world and is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language. The School will identify individual pupil's needs, recognise the skills they bring, and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Where appropriate, draw on their knowledge of other languages.

At Heathside we believe that the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to

achieve the highest possible standards by taking into account each child's life experiences and needs.

We do *not* regard children as having a learning difficulty solely because the language or medium of communication used at home is different from the language of the school. (See Education Act 1996, Section 312(1)–(3).) However, pupils for whom English is an additional language will be provided with appropriate support.

## **2. Aims and objectives**

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes necessary for self-fulfilment and for development as responsible citizens. We promote values of fairness and justice for all through our education.

The aim of this policy is to help ensure we meet the full range of needs of those children who are learning English as an additional language, in line with the requirements of the Equality Act and the Race Relations Act.

We aim to raise the attainment of pupils with English as an Additional Language by:

- Evaluating pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible.
- Providing pupils with EAL opportunities to hear and read good models of English, and to extend their knowledge and use of English.
- Providing additional in-class support.
- Developing an understanding of, and valuing, pupils' home languages.
- Using visual and auditory resources where appropriate.
- Liaising with SEND colleagues to identify pupils who may additionally have special educational needs.
- Where appropriate, making use of pupils' knowledge of other languages.

## **3. Definitions: EAL / BL / AL**

- they may need appropriate EAL support. We use the Bell Foundation Assessment A child is deemed to have English as an Additional Language (EAL) if the language spoken to them from birth was not English and they require support with their English in order to access the whole curriculum.
- Children may arrive from other countries where their schooling was not in English and their knowledge of English may be minimal or non-existent. On occasion their schooling may have been in English but the main home language is not English, and discrepancies in their English vocabulary or grammar may exist. In these cases Framework to define children's current level of spoken and written English. The children are assessed and their

level is recorded within the SEND register.

- Some children are exposed to other languages in their home environment and may have a good knowledge of those languages and high fluency. However, if they are growing up in an environment in which English plays a principal role, and their education has been in English such that their ability to access the curriculum fully in English is not impacted, they are not generally identified as needing EAL support. We regard such children as bilingual (or multilingual) and classify them as “BL”.
- We also keep a record of children who have a home language other than English, which may be weaker than their English, but is nonetheless significant in terms of cultural or linguistic heritage. We classify these children as “AL” (Additional Language). We recognise that AL children may have specific linguistic needs, which may require additional support or may be addressed through the class teacher’s individual target-setting.
- The children’s level of attainment is recorded in EAL documentation and on the SEND register. Attainment is measured by the class teacher/classroom assistant in partnership with one of the EAL team using the “sentences of attainment” within each of the scales; this is used to measure progress both between and within levels.

#### **4. Philosophy of our EAL provision**

We recognise that children’s linguistic needs vary according to their age and stage of schooling. Moreover, as they progress through the School and acquire a greater knowledge of English, they may no longer require EAL support. We tailor our provision according to age and individual needs.

Children up to the age of 6 have a greatly enhanced capacity for language acquisition. For example, children up to Year 1 who arrive with minimal English knowledge will often learn the language through constant exposure throughout the school day, and thus additional intensive intervention may not always be needed. In these instances, EAL provision is supplied by class and subject teachers through a variety of strategies (see “Teaching Strategies and Access to the Curriculum” below). Nevertheless, children over the age of 6 and younger ones who are not progressing as expected will receive extra support.

We also recognise that children who have acquired a high level of English fluency in speaking and writing — but whose home environment does not include English, may continue to have subtle specific problems related to advanced literacy tasks

required at the end of Key Stage 2. They may therefore require additional EAL support with these tasks.

We appreciate that the continued development of the home language is essential to a child's general linguistic development and advancement in literacy. We therefore encourage families to support the development of their home language outside school.

At Heathside, the teaching and learning, achievements, attitudes and well-being of all our children are central. Some of our EAL pupils may have particular learning and assessment requirements which relate to their progress in English. Although they may have knowledge and skills similar to monolingual English-speaking children, their ability to participate in the full curriculum may, at times, be limited by their communicative English skills. All children follow the curricular requirements of the Foundation Stage and the Heathside curriculum (based on the National Curriculum). Children with EAL do *not* normally produce separate work. We do not routinely withdraw pupils from lessons solely for EAL support. Instead, teachers plan and differentiate lessons to meet the needs of all learners, ensuring that EAL pupils are supported to participate and achieve alongside their peers.

## **5. Assessment of EAL need**

The statutory assessment arrangements of the National Curriculum allow special arrangements for pupils learning English as an additional language. Parents are asked to inform the school of any language needs their child may have on entry. Additionally, class teachers, in liaison with colleagues and through working alongside pupils, should identify and assess pupils with EAL, so that they can be targeted for support. This may use a variety of data, including:

- Quest English and Maths tests
- Foundation Stage Profile
- Teacher assessment
- Reading tests
- Spelling tests
- Individual pupil targets
- Consultation with parents
- Attendance and behaviour monitoring

Once pupils have been identified and assessed, the class teacher may need to work with colleagues to develop Individual Education Plans (IEPs) for children according to their age and individual needs.

## **6. Key principles for EAL support**

Respect for other cultures and languages:

- All languages, dialects, accents and cultures are equally valued.
- We recognise the importance of pupils' home language.
- Many concepts and skills depend on and benefit from a well-developed home language; literacy in the home language enhances subsequent acquisition of English.

Presence of linguistic and cultural diversity in the school:

- Our library includes bilingual books and information about children's countries of origin.
- The EAL display in the Entrance Hall shows the languages spoken by pupils at Heathside.

## **7. Teaching strategies & access to the curriculum**

In our school, teachers take conscious action to support children learning English as an additional language by helping develop their spoken and written English. We ensure access to the curriculum and to assessment by:

- Modelling uses of language.
- Providing additional verbal support (repetition, alternative phrasing, peer support).
- Providing additional visual support (posters, objects, gesture, etc.).
- Providing in-class support for individuals and small groups.
- Developing appropriate resources.
- Using accessible texts and materials tailored to children's ages and levels of learning.
- Providing support through ICT, media materials, dictionaries.
- Where appropriate or possible, using the home or first language as a resource.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.

## **8. Home–school links**

- We welcome parents into school.
- We communicate with, and involve, parents in their children's learning.
- Multicultural understanding is embedded in our school ethos.

## **9. Effective EAL support**

- EAL is managed by our SENDCo.
- Heathside has a teacher on staff who is trained in EAL support and is available to provide one-to-one lessons for pupils who may benefit from additional individualised instruction. This service is offered on a fee-paying basis, arranged directly with parents.
- Pupils with EAL are supported so that they reach their potential.
- Where possible, new EAL learners are helped by a member of staff who speaks their mother-tongue.
- Support takes account of pupils at later stages of language learning by facilitating development of literacy across the curriculum (for example, pre-teaching specific vocabulary).

## **10. Special educational needs and gifted and talented pupils**

Heathside recognises that most EAL pupils needing additional support do *not* have SEND. However, should SEND needs be identified, EAL pupils will have equal access to our SEND provision.