



# English as an Additional Language (EAL) Policy

This policy applies to the whole school including the EYFS at Copthorne Prep.

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## **Introduction**

This policy outlines the school's approach to providing effective and inclusive education for children for whom English is an Additional Language (EAL). We adopt to encourage a whole school approach, where class teachers, subject teachers and learning support staff all work together to provide support, encouragement and understanding in every aspect of a pupil's school life from Nursery, through Reception and through Years 1 to 6.

- The term English as an Additional Language (EAL) refers to pupils whose first language is not English
- Pupils may be at varying stages of English language acquisition, from beginner to fluent
- Language development is the responsibility of all teachers.
- Pupils may require differentiated support depending on their proficiency level and age
- Copthorne Prep values multilingualism and cultural diversity as educationally enriching
- The school is exploring the use of nationally recognised frameworks, such as those developed by the Bell Foundation, to enhance assessment and tracking of EAL progress

## **Associated Policies**

This policy should be read in conjunction with:

- Curriculum policy
- SEND policy
- Admissions policy

# Contents

<i>Introduction .....</i>	<i>2</i>
<i>Associated Policies .....</i>	<i>2</i>
<i>Contents.....</i>	<i>3</i>
<i>Aims.....</i>	<i>4</i>
<i>Cultural and Linguistic Diversity.....</i>	<i>4</i>
<i>Admissions and EAL Pupils.....</i>	<i>4</i>
<i>Identification and Assessment .....</i>	<i>4</i>
<i>EAL and SEND.....</i>	<i>5</i>
<i>Teaching and Learning .....</i>	<i>5</i>
EAL in the Early Years Foundation Stage (EYFS) .....	6
<i>Home-School Partnership .....</i>	<i>6</i>
<i>Monitoring and Evaluation .....</i>	<i>6</i>
Roles and Responsibilities .....	6
Staff Development.....	7

## **Aims**

- To provide equal access to educational opportunities for children with English as an additional language.
- To assist all pupils to become competent users of spoken and written English.
- To promote and develop self-esteem and confidence in pupils with a Non-English-speaking background.

## **Cultural and Linguistic Diversity**

Copthorne Prep School celebrates the linguistic and cultural diversity of its pupils.

We recognise that EAL learners are not a homogenous group and may:

- Speak multiple languages at home
- Have varied experiences of schooling
- Be literate in one or more languages – or none
- Be more able (MAP), or have SEND
- Be new arrivals or long-term residents

We aim to create an inclusive environment where all languages and cultures are respected and valued.

## **Admissions and EAL Pupils**

We welcome applications from pupils with EAL and assess each case individually.

While we do not offer intensive English language tuition, we provide flexible support within the classroom and through targeted intervention.

As part of our recent review, we have contacted parents to verify home language information and ensure our records are accurate and up to date. This helps us better understand pupils' linguistic backgrounds and tailor support accordingly.

## **Identification and Assessment**

On admission, parents are asked to provide detailed information about:

- Languages spoken at home
- First language and other languages used
- Literacy levels in home languages
- Country of origin and date of arrival in the UK (if applicable)
- Educational background

This data is used to populate the EAL Register, which is maintained by the SENCO, in collaboration with the SLT, and is updated regularly.

Language proficiency is assessed using Copthorne's internal framework, which covers:

- Listening and Understanding
- Speaking
- Reading
- Writing

Pupils are also assessed using standardised tools such as CAT4 and Progress Tests in English and Maths (Years 2–6). Teachers use both qualitative and quantitative data to monitor progress.

## **EAL and SEND**

We recognise the challenge of distinguishing between language acquisition needs and specific learning differences. Where concerns arise, the SENCO may recommend further assessment using:

- Teacher and parent feedback
- Observational data
- Standardised literacy and oral language assessments
- External professionals (e.g. Educational Psychologist, Speech and Language Therapist)

If a pupil is diagnosed with SEND, provision will follow the school's SEND Policy.

## **Teaching and Learning**

EAL pupils are primarily supported within the classroom. Key principles include:

- The classroom is the best place for EAL learners, except for time-limited interventions
- Younger children learn best through play and peer interaction
- Language develops best in purposeful contexts across the curriculum
- EAL pupils have full access to the curriculum
- Additional support is integrated into lesson planning
- Withdrawal sessions are specific, time-limited and linked to classroom learning
- Teachers highlight key vocabulary and scaffold understanding
- Staff model correct language use and encourage oral rehearsal
- Pupils are invited to share their languages and cultures with peers

Support may include:

- In-class differentiation and scaffolding
- Visual aids, word banks and sentence starters
- Small group or individual sessions with the SENCO
- Targeted vocabulary and grammar instruction
- Use of bilingual resources where appropriate

## **EAL in the Early Years Foundation Stage (EYFS)**

In EYFS, pupils are supported to develop and use their home languages in play and learning. This supports language development at home and ensures sufficient opportunities to learn English.

Strategies include:

- Encouraging children to respond in their home language during routines
- Including home languages in classroom displays and planning
- Celebrating cultural events and festivals
- Inviting parents to share stories, songs and traditions
- Providing dual-language books and resources where possible

## **Home-School Partnership**

We work closely with parents to support EAL pupils. Families are encouraged to:

- Read with their child in English and/or their home language
- Listen to English audiobooks or watch English-language programmes
- Maintain and celebrate their home language and culture
- Communicate regularly with teachers and the SENCO

We understand that bilingual development is complex and support families in balancing English acquisition with home language maintenance.

## **Monitoring and Evaluation**

Progress is monitored through:

- Classwork and formative assessment
- Reading records and writing samples
- Standardised tests
- Teacher-SENCO reviews
- Parent feedback and consultation

## **Roles and Responsibilities**

- Class Teachers: Identify EAL needs, differentiate appropriately, and liaise with the SENCO
- SENCO: Leads EAL provision, assessment, intervention and monitoring
- LSAs: Support EAL pupils in class and during targeted sessions
- Head of Academic Excellence: Oversees policy implementation and ensures provision is consistent and effective
- All Staff: Share responsibility for creating an inclusive environment and promoting language development across the curriculum

## ***Staff Development***

Staff receive training and guidance on:

- Identifying EAL needs
- Differentiating for language learners
- Using inclusive teaching strategies
- Understanding cultural and linguistic diversity

The school is exploring the use of external frameworks and tools, such as those developed by the Bell Foundation, to enhance assessment and provision.