



English as an Additional Language (EAL) Policy

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

Policy Authors	Nicola Stone (Head of Academic Excellence)
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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 Years 1 to 6.

- The term EAL is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).
- 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

Associated Policies

This policy should be read in conjunction with:

- Curriculum Policy
- SEND Policy
- Admissions Policy
- Equality, Diversity and Inclusion Policy

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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 who speak English as an additional language.

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 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 SENDCO, in collaboration with the SLT, and is updated regularly.

A pupil is recorded as EAL if they are exposed to a language at home that is known or believed to be other than English, irrespective of their proficiency in English.

This means that even if a child does not actively speak the home language, but is exposed to it (e.g. through parents, siblings, or extended family), they still are counted as EAL

Language proficiency is assessed using the DfE EAL Proficiency Codes, as recommended by the Bell Foundation Assessment Framework:

- **A – New to English:** *Uses very few English words or phrases.*
- **B – Early Acquisition:** *Understands and uses simple English in familiar situations.*
- **C – Developing Competence:** *Can use more complex English with some support.*
- **D – Competent:** *Functions independently in most situations; may need help with academic language.*
- **E – Fluent:** *Uses English like a native speaker; no additional support needed.*

Pupils are also assessed against age related expectations 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 SENDCO may recommend further assessment using:

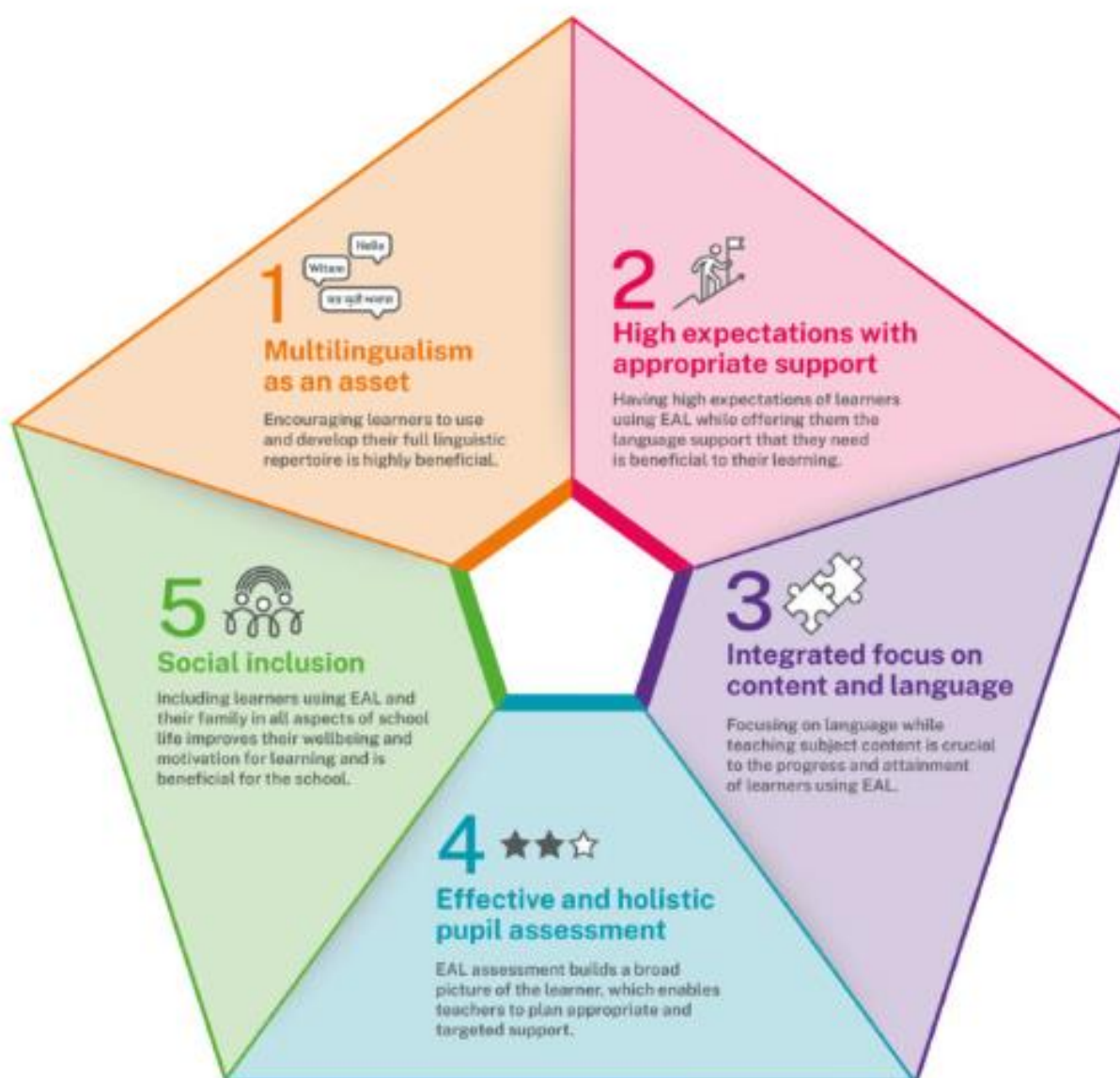
- Teacher and parent feedback
- Observational data
- Standardised literacy and oral language assessments
- External professionals (e.g. Educational Psychologist, Speech and Language Therapist)

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. Our approach is underpinned by the 'Five principles to guide EAL pedagogy', as recommended by the Bell Foundation:

Five principles to guide EAL pedagogy



Key ideas and strategies 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 SENDCO
- 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 SENDCO

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-SENDSCO reviews
- Parent feedback and consultation

Roles and Responsibilities

- Class Teachers: Identify EAL needs, differentiate appropriately, and liaise with the SENDSCO
- SENDSCO: 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