St Hilda's School
HARPENDEN
Caring, Curious & Confident

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Name of Policy	English as an Additional Language Policy
Reviewed by	Dan Sayers Natalie Atkins
Review Date	November 2026
Next Review Date	November 2027
To be Read in Conjunction with	• Special Educational Needs & Disability (SEND) Policy • Learning Support Policy
Legislation Referenced	

Unless otherwise stated, all Policies of St Hilda's School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

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1. INTRODUCTION

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.

2. DEFINITION

In defining English as an Additional Language ("EAL") we have adopted the following definition: 'A pupil with EAL is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

Pupils with EAL may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

Pupils with EAL will need varying levels of provision.

3. RECOGNITION

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and pupils with EAL should be encouraged to play a full part in all learning opportunities. Pupils with EAL make the best progress within a whole school context, where pupils are educated with their peers.

The school environment promotes language development through the rich use of language, and the school structure, pastoral care and overall ethos help pupils with EAL integrate into the school whilst valuing diversity. Bilingualism is viewed as a positive and life enriching asset.

Parents and prospective parents will be provided with the particulars of our EAL provision.

4. IDENTIFICATION AND ASSESSMENT

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form;
- Information from discussions with parents/guardians;
- Information from initial assessment papers;
- Information from the previous school.

Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil.

In assessment of competence in English for pupils with EAL, we will categorise on a five-point scale:

A **New to English**	The pupil may: • Use first language for learning and other purposes. • Remain completely silent in the classroom. • Be copying/repeating some words or phrases. • Understand some everyday expressions in English but may have minimal or no literacy in English. *Needs a considerable amount of EAL support*
B **Early Acquisition**	The pupil may: • Follow day-to-day social communication in English and participate in learning activities with support. • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative/accounts with visual support. • Have developed some skills in reading and writing. • Have become familiar with some subject specific vocabulary. *Still needs a significant amount of EAL support to access curriculum*
C **Developing Confidence**	The pupil may: • Participate in learning activities with increasing independence. • Be able to express self orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English. • Literacy will require ongoing support, particularly for understanding text and writing. *Requires ongoing EAL support to access curriculum fully*
D **Competent**	Oral English developing well, enabling successful engagement in activities across the curriculum. • Can read and understand a wide variety of texts. • Written English may lack complexity and contain occasional evidence of errors in structure. • Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. *Needs some/occasional EAL support to access complex curriculum material and tasks*
E **Fluent**	• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. *Operates without EAL support across the curriculum.*

5. **PROVISION**

Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including SEND, EAL and previously Higher Achieving Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision. Pupils with EAL will be provided with opportunities to make good progress.

Pupils with EAL in the Early Years will be provided with reasonable steps to learn and play in their home language, we will support language development at home and support children in reaching a good standard in English.

Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting. Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

6. MONITORING AND RECORDING

6.1 Class teacher
It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of pupils with EAL in their class whilst they are in their care.

6.2 EAL Coordinator
The EAL Coordinator collates information and arranges a baseline for pupils with EAL and a register of pupils with EAL is maintained centrally by the school and monitored by the EAL Coordinator.

The school's EAL Coordinator is Natalie Atkins.

Our school's EAL Coordinator role is automatically fulfilled by the Head of Pastoral Care.

7. SPECIAL EDUCATIONAL NEEDS AND DIFFERENTIATION

Pupils with EAL are not children with SEND and our school recognises that most pupils with EAL needing support with their English do not have SEND needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some pupils with EAL may have a special educational need and in such cases pupils will have equal access to school SEND provision, in addition to EAL support. Pupils with EAL with a special educational need or disability will be identified as part of normal assessment procedures as outlined in our SEND Policy.

Pupils with EAL considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our **Learning Support Policy.**

8. **COMMUNICATION**

Parents and teachers will work together in the best interests of pupils with EAL. Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place if there is an Individual Education Plan in place.

9. **FURTHER INFORMATION**

The NALDIC website is the main source of information for all matters connected to EAL provision: https://naldic.org.uk/

This policy will be reviewed annually, by the Senior Management Team, in line with the school's review schedule for policies