



# Warwick Preparatory School

<b>Warwick Prep School</b> <b>English as an Additional Language (EAL) Policy</b>	
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# English as an Additional Language Policy

## Introduction

At Warwick Preparatory School the teaching and learning, attitudes and well-being of all children are important. This involves taking into account each child's life experiences and needs. The successful acquisition of English underpins the school's ability to promote these aspects of learning and development.

The DfE definition of EAL is: 'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics, June 2024).

See Appendix 1 for definitions of English Proficiency 2019

This policy aims to set out the school's aims, objectives and strategies with regard to catering for children with EAL and has been created through liaison with the school's academic leaders.

At Warwick Prep, all children, irrespective of their language needs, are entitled to full access to the curriculum and to co-curricular activities

This policy should be read in conjunction with the school's SEND and Inclusion Policy, the Curriculum Policy and the school's Equal Opportunities Policy.

This policy applies to the whole school, including the EYFS.

## EAL Aims & Objectives

The key aims with regard to our policy for EAL are:

- To recognise that pupils who are or have EAL at Warwick Prep come from a range of backgrounds and to welcome and value the cultural, linguistic and educational experiences that these pupils bring to our school.
- To give pupils the opportunity to overcome barriers to learning and assessment.
- To give pupils the opportunity to share and enrich their knowledge and experience of other languages
- To implement school-wide strategies (Appendix 2) that are centrally co-ordinated to ensure pupils with EAL are appropriately supported in line with their needs.
- To help pupils with EAL become confident, fluent and articulate in listening and understanding, speaking, reading and writing in English, in line with their age and ability so they can fulfil their academic potential.
- To provide opportunities for pupils with EAL to develop and use their home language in play and learning thus supporting their language development at home.
- To ensure record keeping is appropriate and information on pupils with EAL is shared with staff appropriately.
- To ensure every member of teaching staff is aware that they have a responsibility for the language development of each EAL learner.
- To regularly monitor progress of pupils with EAL and to discuss them in Pupil Progress Meetings.
- To involve and support parents in helping their child develop the necessary reading, writing and speaking skills in English to access the curriculum.

- To maintain an open dialogue with parents regarding their child's progress and the provision that the school has put in place.

The overall objective is to ensure pupils for whom English is an additional language are able to fully benefit from the broader curriculum at Warwick Prep and are able to be included in mainstream teaching by the class or subject teacher daily.

### **EAL Co-Ordinator**

The SEND Co-ordinator has been identified as the school's EAL Co-ordinator.

The role of EAL Co-ordinator is to co-ordinate, monitor and maintain an overview of this aspect of the school's work, including a list of pupils with EAL accessible to staff. This includes overseeing the update of EAL records and the list of pupils with EAL, and ensuring information is disseminated to staff involved in the teaching and learning of children with EAL. Where specific provision is required, the EAL Co-ordinator is responsible for overseeing the co-ordination of provision.

A record of pupils with EAL is held on the school's network.

### **Teaching & Learning**

For the majority of their time at school, Warwick Preparatory School's pupils with EAL will be fully integrated in all the same classes as native speaking English pupils. All members of the school community are therefore responsible, without prejudice, for helping pupils with EAL thrive and become more fluent in English.

Pupils who have English as an additional language are not judged as having learning difficulties.

Intervention for pupils who have had little or no exposure to English will be immediate and intense to ensure rapid progression.

Where pupils with EAL exhibit other learning difficulties, they may be included in the school's SEND pupil list. This support will be provided in line with the school's SEND and Inclusion Policy.

Where other languages are spoken at home, pupils are encouraged to share their experiences of this to enrich the learning opportunities for themselves and their peers.

In catering for the teaching and learning needs of pupils with EAL, a range of strategies may be implemented. This may include support within the classroom, use of specific resources, resources for home (e.g. picture books, vocabulary, information on topics), advice to parents and liaison with professionals. The Learning Support Department, together with other identified colleagues, will ensure there is appropriate provision put in place as best suits the needs of each individual listed as EAL. For pupils with greater need, withdrawal support (individually or in small groups) may be offered to target their individual needs. For pupils with lesser need, normal differentiation within class may be all that is required. The allocation of all resources will be at the discretion of the Head.

To support children's learning and progress in their home language, we will explore ways in which they can use their first language at school in play and learning, or through sharing experiences with their peers and adults in school.

All form, subject and specialist teachers are expected to be knowledgeable about a pupil's abilities and needs in English and to use this knowledge effectively in curriculum planning, classroom teaching and pupil groupings.

## **Identification of Pupils with EAL Needs**

The school aims to ensure it holds accurate and relevant information on pupils with EAL. Information gathering begins under the admissions process.

The school has good procedures in place to ensure EAL information is shared with the EAL Co-ordinator (by the admissions team) prior to each pupil's start date. This information includes gathering detail for pupils who speak more than one language. Where appropriate, further liaison with parents takes place in order to provide greater context to a child's language ability.

As children move through the school, information is updated through the annual collection of data from parents.

## **Transition**

Each academic year, form teachers are responsible for sharing information on their class as children move through the school or on to new schools. The sharing of information in relation to EAL is included within these discussions, including any special provision that is in place for each child.

## **Monitoring**

It is the responsibility of form and specialist teachers to monitor the individual development and progress of each child in their care. This includes the progress of pupils with EAL. Concerns should be raised directly with the EAL co-ordinator or member of the Learning Support Department.

Opportunities to discuss all pupils more widely (including those with EAL) is provided at Pupil Progress Meetings.

## **Parental Involvement**

Prior to starting at the school, parents are asked to indicate their child's EAL needs through liaising with the school's admissions team. Once a child has been admitted to the school roll, such discussion involves the form teachers and EAL Co-ordinator as required. The partnership between home and school is considered hugely important in supporting each child to be the best that he/she can be.

Where a pupil's parents' or carers' first language is one other than English, Warwick Prep School will endeavour to support parents with school communications, homework and knowledge of academic expectations.

## **Equal Opportunities**

Promoting equal opportunities for all children, no matter which language is their first, is fundamental to the ethos of Warwick Preparatory School.

## **Policy Monitoring**

This policy is monitored by the Head, the Deputy Head and EAL Co-ordinator. It will be reviewed every three years.

Policy Reviewed: Spring 2025  
Date of next Review: Spring 2028

### Categories used by DfE to describe English Proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May 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: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be 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 that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency

Further Data can be found

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/868209/English\\_proficiency\\_of\\_EAL\\_pupils.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868209/English_proficiency_of_EAL_pupils.pdf)

### School-wide Strategies to Support Learners with EAL

1. Awareness of delivery of lessons in the classroom: use of simplified language / chunking information; demonstration; practical modelling of activities; use of gesture and actions. Allowing time for the child to process information.
2. Use of visuals to include: objects, picture timetables and photographs or pictures with labels to support understanding.
3. Teaching of everyday functional vocabulary using picture books and objects.
4. Use of picture cards to support communication – e.g. needs and feelings.
5. Pre-teaching of key vocabulary; pictures / topic books / objects / film clips to link to topics; sharing resources with parents for reinforcement of learning at home. Using language in the context of learning.
6. Scaffolding of speech and modelling corrected versions of errors, with encouragement for repetition.
7. Planning structures for writing with scaffolding, language models such as sentence starters and word banks with accompanying pictures. Modelling of different genres of writing.
8. Specific teaching of everyday phrases and idioms, when appropriate.
9. Collaborative and supported working with peers as language models; opportunities for paired and group working.
10. Development of social and informal language through play, e.g. role play situations and outdoor play, with peer models.
11. Opportunities to practise vocabulary and grammar individually and in small groups using a model. Games and practical resources to demonstrate and practise. Written exercises to reinforce language structures and grammar elements – e.g. subject-verb agreements, verb tenses, prepositions.
12. Opportunities for revision and repetition of practice to reinforce and consolidate. Making explicit links between previous and new learning.
13. Structured phonics programmes to understand the sound systems of language and alphabet.
14. Use of specific published programmes to support language development, where appropriate.

15. Embracing the child's home language and culture through involvement of families – sharing language, learning about family, culture and celebrations. Shared working practices with home.
16. Access to books celebrating different cultures.
17. Praise and recognition of the child's efforts. Celebration of achievements.
18. Observation / analysis of speech and writing as a form of on-going assessment to determine the support needed.