



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

### **1. Introduction and Purpose**

At Knightsbridge School, we are proud of our diverse and inclusive community. Many of our pupils bring with them a wealth of linguistic and cultural experiences, and we regard these as assets to celebrate and build upon. The purpose of this policy is to set out the school's approach to supporting pupils who speak English as an Additional Language (EAL), ensuring they are fully included in school life and supported to thrive academically, socially and emotionally.

This policy aims to provide clear guidance for staff, pupils and parents on how we identify, assess and meet the needs of pupils with EAL, in line with our commitment to inclusive and equitable education.

### **2. Definition**

We recognise that English as an Additional Language (EAL) refers to pupils whose first language is not English. This may include children newly arrived in the UK, those who have previously attended English-speaking schools overseas, and children born in the UK who speak another language at home.

EAL pupils are not a homogenous group. Some are already proficient in English but continue to benefit from structured support to develop academic fluency. Others may be at the earliest stages of language acquisition. As such, our provision is flexible and tailored to each learner's journey.

### **3. Aims**

We are committed to ensuring that every EAL pupil is given the opportunity to succeed. We aim to offer an inclusive education where:

- All EAL pupils can access the full breadth of the curriculum

- Pupils feel a sense of belonging within our community
- English is taught in meaningful contexts that support both social and academic development
- Multilingualism is celebrated as a strength, and pupils' home languages and cultures are recognised and valued
- Pupils are supported and challenged appropriately to reach their full potential

#### **4. Objectives**

To meet the needs of our EAL pupils, we:

- Identify and assess language needs as early as possible
- Use information gathered on admission to guide class placement and planning
- Deliver high-quality, inclusive classroom teaching supported by targeted interventions
- Continuously monitor pupil progress and adapt strategies as needed
- Provide clear guidance and ongoing training for all staff to feel confident supporting EAL learners
- Actively involve parents and carers, recognising the important role they play in their child's education

#### **5. School and Classroom Ethos**

##### **Social Integration and Belonging**

Knightsbridge School recognises that developing confidence in a new language is closely linked to social belonging. EAL pupils are encouraged to participate in school clubs, leadership opportunities and peer mentoring schemes. Cultural events and assemblies also celebrate the diversity of languages and traditions within our school community.

We believe that language development is most successful when it is embedded in a supportive, respectful and stimulating environment. At Knightsbridge School, all children—regardless of background—are welcomed into a community that values who they are.

Our classrooms are places where diversity is celebrated, languages are heard and respected, and pupils are encouraged to take pride in their identities. Teachers are expected to create a climate of high expectations while remaining sensitive to the linguistic and cultural needs of their pupils.

## 6. Teaching and Learning

### Language Proficiency Descriptors

Knightsbridge School uses nationally recognised proficiency descriptors to assess EAL pupils. These range A – New to English (Code A) learners have very limited understanding of English. They may be silent or only repeat words, with little or no ability to read or write in English. B – Early Acquisition (Code B) learners can understand and use simple English with support, begin to speak in short phrases, and can read and write simple words and sentences with support. C – Developing Competence (Code C) learners can take part in everyday communication and learning with some support; their speech and writing show errors but meaning is clear, and they can read short curriculum texts and write simple passages. D – Competent (Code D) learners understand and use English across most situations, speak more fluently, read curriculum texts independently, and write with reasonable accuracy though occasional errors remain. E – Fluent (Code E) learners use English fluently and confidently in almost all situations, reading and writing effectively and accurately across subjects with very few errors. Teachers use these descriptors to inform planning, differentiation, and to track progress over time.

Good teaching for EAL learners is good teaching for all. Our approach is rooted in inclusive, responsive classroom practice. We encourage teachers to:

- Plan for both language and content learning in every lesson
- Use modelling, visual prompts and structured language activities to enhance understanding
- Provide bilingual resources and opportunities for pupils to draw upon their first languages
- Facilitate purposeful talk through discussion, group work, and role-play
- Scaffold writing tasks with planning tools, sentence frames, and vocabulary support
- Integrate listening activities that build comprehension, such as using audio texts, listening for key information, and engaging with spoken language through multimedia and teacher-led narration.

We recognise that beginner EAL learners need additional support as they transition into English-medium learning. Tailored support may include:

- Peer buddies and language mentors
- Additional small-group sessions focused on language acquisition
- Use of translation tools, pictorial cues, and real-life contexts

In some cases, where a pupil's language development needs appear to be more significant or complex, and in order to ensure appropriate scaffolding and measurable progress, an Individual Support Plan (ISP) may be written. And/or a speech and language assessment can be completed to identify strengths and specific difficulties. This plan is developed collaboratively by the class teacher and SENCO, in consultation with the pupil and their family. The ISP will outline specific targets, strategies and review points tailored to the pupil's stage of English language development. It ensures accountability, continuity, and clear communication of expectations among all stakeholders.

## **7. Assessment and Monitoring**

### **Assessment Access**

Where appropriate, pupils who are new to English may be granted access arrangements in internal assessments to ensure they are not unfairly disadvantaged. These may include extra time, use of bilingual dictionaries, or alternative formats for demonstrating understanding.

From the point of admission, we work collaboratively with families and staff to understand a pupil's language profile. A baseline assessment is carried out to establish levels of proficiency across speaking, listening, reading and writing.

Ongoing formative assessments and termly reviews allow teachers to evaluate how pupils are progressing and whether further support is required. Assessment materials are adapted where appropriate, and pupils may use their first language to demonstrate understanding in some contexts.

The SENCo coordinates progress tracking across the school and ensures effective communication with staff and families.

## **8. Roles and Responsibilities**

We see EAL provision as a shared responsibility. The following roles are key:

**Registrar** – Ensures all information relating to a pupil's language background is collected and shared with relevant staff.

**Class Teachers** – Plan and deliver inclusive lessons, monitor pupil progress, communicate regularly with the SENCo, and liaise with families.

**SENCo (Head of Learning Support)** – Oversees provision for EAL learners, advises staff, delivers training and ensures consistency across the school.

**Head** – Supports a whole-school approach to inclusion and ensures that the policy is reviewed and updated annually.

## **9. Supporting EAL Across the Curriculum**

Language and learning are inseparable. All staff are responsible for promoting literacy and language development across subjects. In planning and delivery, teachers consider how pupils will access both the content and the language of the lesson.

Strategies may include:

- Encouraging collaborative talk and peer explanation
- Explicitly teaching vocabulary and academic language
- Providing models and examples of written texts
- Using diagrams, graphic organisers and sequencing activities

Support staff play an important role in reinforcing language learning and ensuring that EAL pupils are actively engaged in their lessons. Their work is planned in collaboration with the teacher to ensure consistency and clarity.

## **10. Developing Language and Literacy**

We understand that academic success depends on more than conversational fluency. As pupils progress through the school, they must learn to understand and produce more complex language, across a range of subjects and purposes.

Our approach aims to:

- Strengthen oral fluency through structured discussion
- Develop reading strategies to support comprehension and research
- Build pupils' confidence and independence in writing across genres
- Model formal structures of English, without diminishing the value of pupils' home languages

Some pupils may arrive with strong literacy in another language and can transfer these skills effectively. Others may be developing basic literacy for the first time. In either case, our goal is to provide responsive teaching that builds their confidence and competence. appropriate.

## 11. Policy Review

This policy is a living document. It is reviewed annually by the Head and SENCO in consultation with staff, families and pupils. The review considers developments in research, national policy, and the evolving needs of our school community when updating the policy.

**Prepared by Milana Kovacevic (Head of Learning Support) – July 2025**

**Approved by: Shona Colaço (Head)**

**Date: July 2025**

**Signed:**

A handwritten signature in black ink, appearing to be 'SC' followed by a stylized flourish and a period.