



**KNIGHTSBRIDGE
SCHOOL**



English as an Additional Language Policy

1. Purpose and scope

At Knightsbridge School, we celebrate the diverse languages, cultures, and background experiences our pupils bring to our community. This policy sets out how we identify, assess, and support pupils who speak English as an additional language (EAL), ensuring they are fully included in school life and can confidently access a rich, ambitious curriculum.

Our approach applies to all pupils from Reception through to Year 11. We tailor support according to individual language proficiency and learning needs, never based on nationality, background, immigration status, or whether a family joined us locally or from abroad.

This document details our standard EAL provision available across the school. Any enhanced or specialised programmes beyond this routine support are agreed separately, fully resourced, and clearly outlined in our admissions and fee documentation prior to enrolment.

2. Definition

We define a pupil as using EAL if English is not their primary language, or if they have grown up with exposure to another language that they continue to use or comprehend. Every multilingual pupil is unique: while some are in the early stages of learning English, others speak fluently in conversation but require tailored guidance to master subject-specific academic language.

Learning English as an additional language is not a special educational need or disability (SEND). However, an EAL pupil may also have SEND. Before considering a separate SEND evaluation, we carefully review a pupil's educational background, attendance history, learning opportunities, and overall language development across all their languages.

3. Principles and aims

Knightsbridge School aims to ensure that:

- every EAL pupil is welcomed, included and able to participate in the full life of the school;
- celebrating multilingualism as a strength and supporting pupils in taking pride in their cultural identities;
- language needs are identified promptly and assessed accurately across speaking, listening, reading and writing;
- making the main classroom environment the primary focus for language growth, complemented by targeted support when needed;
- maintaining high academic expectations without limiting challenge simply because a pupil is still developing English fluency;
- nurturing academic, personal, and emotional well-being together; and
- maintaining open, transparent communication with families regarding assessments, progress, and support plans.

4. Admission information and initial assessment

Information gathering

Our admissions team collects key background details prior to or upon entry, passing this promptly to the Head of Learning Support and teaching staff. Helpful information includes:

- the pupil's first language and other languages spoken, understood, read or written;
- previous schooling, curriculum, attendance and any interruptions to education;
- the contexts in which English and other languages are used;
- previous reports, assessment information and details of earlier support;
- the family's view of the pupil's communication, learning and well-being; and
- any known SEND, health, safeguarding or pastoral information relevant to transition.

Initial assessment

When background details indicate that a pupil would benefit from EAL support, we conduct an informal, age-appropriate assessment early on. Rather than relying on a single test, we combine observations, conversations with the pupil and family, classwork samples, teacher insights, and established EAL reference frameworks.

We evaluate speaking, listening, reading, and writing individually. Crucially, teachers distinguish between a pupil's current English proficiency and their underlying cognitive ability, core subject knowledge, and reasoning skills. Initial summary findings are then shared with the pupil's teachers.

5. Language proficiency and ongoing assessment

We track language progress using clear reference descriptors (such as the Bell Foundation EAL Assessment Framework). Staff use these tools to guide evidence-based observation rather than applying fixed, generic labels to pupils.

Assessment data helps inform day-to-day lesson planning while supporting teacher judgment. Progress is reviewed termly for pupils receiving targeted support, and at regular intervals for all EAL learners. We look at:

- development in speaking and listening;
- reading accuracy, fluency and comprehension;
- writing accuracy, organisation and independence;
- understanding and use of curriculum vocabulary;
- classroom participation, confidence and independence; and
- attainment and progress across subjects.

6. Provision

Ordinarily available provision

Subject and class teachers retain primary responsibility for every pupil's learning, delivering high-quality, inclusive teaching as standard. Classroom support strategies may include:

- explicit teaching and revisiting of key vocabulary;
- modelling of spoken and written language;
- visual support, demonstrations, examples and structured discussion;
- scaffolds such as sentence frames, writing models and graphic organisers;
- planned opportunities for rehearsal and purposeful talk;
- appropriate use of a pupil's first language, bilingual resources or translation tools;
- pre-teaching, small-group teaching or time-limited individual support;
- peer support and carefully planned collaborative learning; and
- support with social language, school routines and cultural orientation where required.

Support is always proportionate and steps down naturally as pupils build confidence and independence. If out-of-class intervention is needed, we schedule it carefully to minimise any disruption to main subject lessons and peer connection.

Enhanced provision

For pupils needing more concentrated support, we design structured, short-term EAL programmes. The specific goals, timeline, and review points are outlined beforehand and recorded in an individual support plan.

Rather than offering a one-size-fits-all schedule, provision reflects individual assessment needs, specialist staff availability, timetable logistics, and overall classroom impact.

Any specialised, fee-based EAL support outside our standard offering requires Head approval and transparent agreement with parents in line with school fee terms. Families are informed fully of costs, expected outcomes, and review schedules before starting any paid provision.

7. Individual EAL support plans

An individual EAL support plan may be used where a pupil receives sustained or intensive intervention or needs clearly staged language targets. The use of a plan does not, by itself, mean that the pupil has SEND.

Where used, the plan will normally record:

- the pupil's current profile across the language domains;
- a small number of specific and measurable language targets;
- classroom strategies and targeted provision;
- who will deliver and monitor the support;
- the pupil's and family's views where appropriate; and
- the review date, evidence of progress and agreed next steps.

8. Inclusion, wellbeing and transition

Confidence, social connections, and a sense of belonging go hand in hand with language learning. We closely support each pupil's emotional well-being alongside their academic growth, offering peer buddies, gentle orientation to routines, and encouragement to join clubs and school activities.

Teachers recognise that quietness or initial hesitation in a new language does not reflect underlying ability. Key background and progress notes are shared thoughtfully across key stages and transition points.

9. Partnership with families

We work closely alongside parents and carers as partners in education, sharing progress and assessment feedback in clear, accessible language. Where helpful, we offer translation or interpretation support for meetings.

We actively encourage families to continue speaking and developing their home languages, recognising the immense cognitive and personal benefits of true bilingualism.

Families of pupils receiving targeted intervention will receive an update as part of the review cycle. The frequency and format will be proportionate to the level of provision and agreed with the family.

10. EAL and special educational needs

Language acquisition is distinct from special educational needs. If a pupil makes slower progress than anticipated despite targeted EAL support, the Head of Learning Support collaborates with teachers and parents to review the whole picture, including native language ability, background schooling, and overall well-being.

Should concerns indicate a potential SEND requirement, we follow standard school evaluation procedures, ensuring all assessment methods remain culturally and linguistically sensitive.

11. Internal assessments and external examinations

For regular classroom tests and internal assessments, teachers may offer reasonable adjustments, such as extra processing time, bilingual dictionaries, or simplified instructions, so pupils can fairly demonstrate their subject knowledge.

Access arrangements for public examinations are governed by the current regulations of the relevant awarding organisation and the Joint Council for Qualifications. EAL status alone does not automatically entitle a candidate to an access arrangement. Any arrangement must be permitted under the applicable regulations and reflect the candidate's established way of working where required. The SENCo and Examinations Officer will make and record decisions in accordance with the regulations in force at the time.

12. Reducing or ending targeted intervention

Targeted support naturally steps down or concludes when assessment shows a pupil can comfortably access the curriculum through standard classroom teaching. We discuss these adjustments with the pupil, parents, and teachers beforehand.

Ending focused intervention does not erase a pupil's EAL background from school records. Teachers continue monitoring academic language growth and can request further guidance at any point if needs evolve.

13. Roles and responsibilities

Role	Key responsibilities
Head and governing body	Approve the policy and any separately charged enhanced provision; ensure that staffing, contracts and resources are adequate; monitor implementation.
Admissions and Registrar	Gather accurate language and educational history; provide families with clear admissions and fee information; share relevant information promptly with designated staff.
Head of Learning Support	Coordinate assessment and needs-led provision; advise staff; maintain appropriate records; monitor pupils receiving targeted support; liaise with families and external professionals.

Class and subject teachers	Retain responsibility for pupils' progress; plan inclusive teaching; teach academic language explicitly; use agreed strategies; assess progress and raise concerns promptly.
Specialist and support staff	Deliver agreed programmes within their competence; record attendance and progress; communicate with teachers; contribute evidence to reviews.
SENCo and Examinations Officer	Consider examination arrangements under current awarding-body and JCQ regulations; maintain required evidence and records.
Parents, carers and pupils	Share relevant information and views; participate in reviews; support attendance and engagement with agreed provision.

14. Recording confidentiality and information sharing

Assessment information, support plans and review records will be stored and shared in accordance with the school's data-protection and safeguarding arrangements. Information will be shared with staff who need it to teach or support the pupil. Records will describe language development accurately and avoid deficit-based or discriminatory language.

15. Monitoring and review

The Head of Learning Support will review the implementation of this policy and report relevant themes to the Head and governing body. Monitoring may include the timeliness of initial assessment, participation in targeted provision, progress across language domains and subjects, attendance, well-being, family feedback and staff training needs.

The policy will be reviewed annually and sooner if there is a material change to school provision, admissions arrangements or national and examination guidance.