



Donhead Preparatory School

English as an Additional Language Policy (EAL) including EYFS

Introduction

This policy helps the school to achieve its Mission Statement in the following areas:

1. The pursuit of excellence.
2. Welcoming all.
3. Helping those who need our help most.
4. Care for the individual.

This policy has been prepared with regard to the legal and regulatory framework applying to the school, including the Equality Act 2010, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice: 0 to 25 years, the Education (Independent School Standards) Regulations 2014 and, for children in the Early Years Foundation Stage, the current statutory framework for group and school-based providers.

Equality Act 2010: the school must not unlawfully discriminate against, harass or victimise pupils or prospective pupils because of a protected characteristic. Race includes nationality and ethnic or national origins. The duty to make reasonable adjustments applies to disability; an EAL need alone is not a disability, although a pupil with EAL may also be disabled and entitled to reasonable adjustments.

Special educational needs and disability code of practice: 0 to 25 years (January 2015): difficulties related solely to limitations in English as an additional language are not SEN. When progress is a concern, the school will consider the pupil's performance across different areas of learning and development, including information about the pupil's skills in their home language, to determine whether the difficulty arises from learning English or may indicate SEN or disability.

The Education Act (1996) by promoting the statutory right of all children to access education, including those for whom English is not their first language.

Education (Independent School Standards) Regulations 2014: the school provides a written curriculum policy, plans and schemes of work that take account of the ages, aptitudes and needs of all pupils, including those with an EHC plan, and ensures that teaching enables pupils to acquire new knowledge, make good progress and develop the ability to communicate effectively.

Definition of EAL

Definition: A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.

EAL pupils may be:

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

Aims and Objectives

1. To ensure that we meet the full range of needs for those children who are learning English as an additional language.
2. To raise the achievements of pupil with EAL.
3. To raise the confidence and self-esteem of pupils with EAL.
4. To allow pupils with EAL to have equal access to a broad and balanced curriculum, with continuity and progression.
5. To equip pupils with the knowledge, skills and understanding required to participate fully in all aspects of school life while maintaining their own cultural identity.

Assessment

Information about a pupil's language background and proficiency will be gathered during the admissions process to help the school understand the pupil's needs and plan appropriate provision. Assessment will consider listening, speaking, reading and viewing, and writing, as appropriate to the pupil's age, prior educational experience and stage of English-language development. For children in the EYFS, assessment will also draw on information from parents or carers about the child's communication and language skills in the home language.

Proficiency Band	Description	Possible support
A	New to English/Beginning	The school's ordinarily available classroom teaching, reasonable adaptations and monitoring of EAL pupils form part of its educational provision. Where parents request additional specialist tuition beyond that provision, the nature, frequency, cost, intended outcomes and review arrangements will be agreed with them in writing before tuition begins. No charge will be made for support that the school is legally required to provide, including reasonable adjustments for a disabled pupil.
B	Early acquisition/Emerging	The child can cope without 1:1 support in a Learning Support Set for Maths and English, with a differentiated curriculum.
C	Developing competence/Expanding	The child can cope in mainstream classes with a differentiated curriculum.
D	Competent/Diversifying	The child can cope in mainstream classes without a differentiated curriculum.
E	Fluent	The child can cope in mainstream classes without a differentiated curriculum.

For children in the EYFS whose home language is not English, the school will take reasonable steps to provide opportunities for them to develop and use their home language in play and learning. The school will ensure that they have sufficient opportunities to learn and reach a good standard in English during the EYFS. When assessing communication, language and literacy, practitioners will assess the child's skills in English. If a child does not have a strong grasp of English, practitioners will explore the child's skills in the home language with parents and/or carers to establish whether there is cause for concern about language delay.

Proficiency information will guide, but not determine, the support provided. Teachers will consider the pupil's age, prior schooling, strengths, wellbeing, curriculum access and progress across listening, speaking, reading and viewing, and writing. Support may include classroom scaffolding, pre-teaching of vocabulary, structured opportunities for talk, targeted small-group or individual teaching and, where appropriate, coordinated support involving the SENDCo.

Planning

All class teachers will ensure that work is planned to meet the needs of the EAL pupils. Plans must show evidence of this and allow for meaningful speaking and listening activities to support English acquisition.

Monitoring

The class teacher will monitor the quality of support for EAL pupils and the progress made by EAL pupils through pupils' books, teaching & learning, assessments and planning.

EAL support will ordinarily be delivered through inclusive classroom teaching and appropriate adaptations. Targeted individual or small-group sessions may be provided where assessment shows that they will improve access to learning. Any withdrawal from lessons will be time-limited, proportionate, reviewed regularly and planned so that the pupil does not lose access to a broad and balanced curriculum. Decisions will be based on individual need rather than proficiency band alone and will be discussed with parents.

Wellbeing and Safeguarding

We recognise the mental health challenges faced by EAL pupils, such as isolation or anxiety and staff are aware of signs of distress linked to language barriers.

Language barriers can affect a pupil's ability to understand safeguarding information or communicate a concern. Staff will remain alert to this possibility and will follow the school's safeguarding procedures. Where interpretation is needed for a safeguarding matter, the school will use an appropriate, competent and impartial interpreter wherever practicable and will not rely on another child or family member where this could compromise accuracy, confidentiality or the pupil's welfare.

Progress

The progress of EAL pupils will be reviewed at the end of each term at the Pupil Progress Meeting. As a result of this review, additional support may continue as normal, may be increased, decreased or discontinued. These recommendations will be communicated to the parents. Concerns about student's progress can be raised at any time by the class teachers or parents.

Support for EAL Pupils

The following activities can also be used to encourage language development in EAL pupils:

1. For student New to English and/or in Prep School, we recommend that the parents engage in more intensive English support prior to joining and when at Donhead, and the school supports the Parents in recommending suitably qualified and experienced tutors. More intense EAL support is provided at an additional cost.
2. Class TA supports students within lessons, when appropriate and as directed by the Class Teacher. This involves in class support and additional individual or group sessions.
3. Pupils may use suitable bilingual dictionaries, digital resources and vocabulary records to support learning. Families will be encouraged to continue speaking, reading and sharing stories in the language or languages they use most confidently at home, because secure home-language development supports identity, communication and the acquisition of English.
4. Students are supported using the Primary EAL CGP Workbooks.
5. We have number of whole school events that promote inclusivity and diversity, such as, multicultural week.
6. Assign one or two 'buddies' to help the pupil with school arrangements and school routines.
7. Involve the pupil in classroom tasks from the beginning – handing out books, cleaning the board, etc. This helps with vocabulary development and hastens the process of being accepted by the class.
8. Sit the EAL pupil with an able pupil to provide a good role model for language and work ethic.
9. Pair up pupils for some tasks.
10. A Donhead Culture Club has been established to provide a forum for all students to share things about their culture, customs and traditions with other students, and opportunity for students to spend time with others from similar culture with shared language.

Partnership with Parents

1. Information about child's level of English is collected as part of the admissions process and a meeting with SENDCo, Parents and the child, when applicable, takes place remotely. On children already in the country, a Taster Morning is arranged when general assessments and observations take place.
2. Parental concerns will be noted and acted upon where possible.
3. Parents will be consulted at every level.
4. If necessary, meetings and discussions between the school and parents will be followed up with written confirmation of what has been discussed.
5. The school will take proportionate steps to make important information accessible to parents and carers who are not confident in English. Depending on the nature and importance of the communication, this may include translated material, an appropriate interpreter or support from a suitably skilled member of staff. Children will not be used to interpret confidential, safeguarding, admissions or formal progress discussions.

Monitoring

The governing body will review the effectiveness of this policy annually. The review will consider pupils' progress from their starting points, access to the curriculum, attendance, wellbeing, the effectiveness of support and feedback from pupils, parents and staff. The policy will also be reviewed sooner following relevant changes to legislation or statutory guidance, significant concerns about its operation or findings from inspection.

Reviewed January 2026 (subject to annual review) 