



Name of Policy:	English as an Additional Language (EAL) Policy For the whole school including the EYFS
GHS Policy Number:	22
ISI Regulation:	Quality of Education Provided (Part 1)
ISI Paragraph:	Curriculum (Paragraph 2)
Linked Policies:	Admissions Curriculum Equal Opportunities Learning Support Teaching and Learning
Reviewed by:	Richard Lock, Head, Boys' School Emma Studd, Head, Girls' School Venetia Banbury, Head, Early Years Nicola Cornish, Deputy Head Veron Hendon Assistant Head Academic Sally Wells, SENDCo
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Introduction

This policy is written with due regard to the Equality Act 2010.

Many children who attend Garden House are bilingual and/or have English as an additional language (EAL). We feel that this provides invaluable support at home and this is always suggested at interview. Parents have chosen Garden House partly because they want a curriculum which is delivered in English and therefore as a school we encourage language support at home to enhance learning at school. All children speak some English on entry into the school and will reach a good standard in the English Language during their time at Garden House. It must be understood that learning an additional language is an ongoing process. While social fluency may be acquired quickly, it will take EAL pupils more time to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English.

Definition

We will consider a child to be EAL if:

- The main language spoken at home is not English.
- The child learned to speak a language other than English before the age of two, even if they are fluent in English now.
- Parents/carers speak a language other than English to the child most of the time.
- The child was educated in a non-English speaking country before joining GHS.

All of the above will influence English proficiency.

EAL Proficiency Assessment Framework

Garden House School uses the *Bell Foundation EAL Assessment Framework* as its recognised, shared standard for describing and recording the English language proficiency of all EAL pupils, from Early Years to USII. This framework is aligned to the National Curriculum and enables consistent assessment across all year groups. EAL proficiency data informs differentiation planning, tracks progress over time and provides the evidential basis for identifying when additional concerns, including SEND referral, may be warranted.

Principles

All Garden House Staff are considered to be teachers of English as an Additional Language.

We firmly believe that language learning is most successful, for EAL children where:

- It is taught within the context of the mainstream curriculum.
- Oral language is central to all curriculum work.
- Pupils value and make use of the cultural and linguistic diversity within the school community.
- The informed contribution of parents to their children's education is seen as vital to the children's progress.

Aims

The aims of this policy are to enable pupils who are learning to use English as an Additional Language to have full access to the National Curriculum, together with providing equality of opportunity, in order that each learner will fulfil their academic and educational potential. This is to ensure EAL pupils acquire the speaking, listening, and literacy skills necessary to succeed across all areas of the curriculum.

Garden House and parents should work together to support an EAL child. To this end, parents are encouraged to read to their children in English, to listen to their child read in English, to listen to English stories, to watch English television and to speak English in the home. It is understood, however, that these activities need to be balanced alongside other languages and cultural activities, which the family may wish to nurture. While teaching and learning should enable pupils to make good progress through internal differentiation and support, occasionally, it may be necessary for Garden House School to recommend that an EAL child has extra English language tuition outside school, when a child is struggling to access curriculum resources.

Objectives

Class Teachers, Teachers' Assistants and LED (SEND) teachers will help to develop English language knowledge and skills:

- For social communication.
- For conceptual understanding across the whole range of curriculum contexts.

Support

Class Teachers support the school in identifying the language needs of EAL pupils. They will plan appropriate tasks and activities to meet the child's needs. They will work with targeted pupils, mainly in the classroom, on curriculum-focused tasks.

Strategies

To achieve these aims Garden House will:

- Assign a member of the Learning Enrichment and Development team to update and maintain the EAL Register and liaise with staff to monitor EAL pupils' progress.
- Coordinate on dual-need cases (EAL and SEND)
- Communicate with parents regarding EAL provision and support.
- Facilitate the language development of these pupils across the curriculum as necessary.
- Acknowledge the cultural and educational value of pupils' home language.
- Recognise the pupil's home language and boost the pupil's self-esteem
- Reflect the linguistic and cultural diversity of the school in its resources, texts, materials, and displays.
- All pupils will follow the full school curriculum. The school will provide text and resources that suit the pupils' ages and levels of learning.
- EAL pupils will be supported through various means of differentiation within lessons. If necessary, additional support will be provided by a Teaching Assistant, LED Teacher or other adult, either within lessons, outside of lessons or through withdrawal from lessons (KS2 only).
- Ensure that there are effective opportunities for talking and that talking is used to support writing
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another.

Monitoring Progress

- Garden House School maintains an EAL Register listing all current EAL pupils, their home language, proficiency stage, any current support in place and any SEND concerns. This register is maintained by the EAL Lead and updated termly.

- Termly Pupil Progress meetings are held and all progress data is discussed for all children. Assessment data is used to specifically plan teaching so that EAL pupils can progress.

Parent Communication in Home Languages

Garden House School is committed to communicating with all families in an accessible way. Where families have limited English, the school will discuss the use of a translator.

Early Years

Although English is the main language spoken in the setting, children are provided with opportunities to play in their own language. Their home culture is celebrated through topics such as 'Ourselves' and parent activities. Parents are also invited to read stories to the children in their home language. Children are taught English through EYFS communication and language goals, phonics sessions, discussions, stories, poems, songs and play.

Before a family joins Garden House School, the parents are asked to complete a language questionnaire. This informs the teachers and LED department so the child can be fully supported. The curriculum helps pupils learning English as an additional language by:

- building on the child's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other;
- celebrating home languages through parent activities, topics and in independent learning. In PSED we discuss everyone's differences and similarities as well as culture and religion.
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- a language book to show how the child's language and culture is being incorporated into school life;
- where possible, providing a variety of writing in the child's home language as well as in English, this will be displayed on the classroom walls.
- where possible, providing opportunities for children to hear their home languages as well as English, for example singing nursery rhymes or songs in the child's language.

The Role of the Class Teacher in Supporting EAL Pupils

- Assess the English language performance and progress of EAL pupils.
- Analyse the performance of EAL children in the curriculum.
- Support EAL pupils in gaining access to the curriculum.
- Make the curriculum accessible through the provision of differentiated materials.
- Alert LED (SEND) staff if additional support/advice is felt necessary.

Opportunities for Pupils to Utilise their First Language at School

- Garden House School values the full range of languages spoken within our school community and is committed to recognising and supporting linguistic diversity beyond any single group of language.

Wider first language provision and recognition includes:

- Creating multilingual displays celebrating the school's full linguistic diversity.
- Celebrating language diversity through calendar events.
- Parent activities
- Clubs for a selection of home languages from Preparatory upwards.

EAL and SEND: Dual Identification

Garden House School recognises that EAL pupils may also have a learning difficulty or disability, and that these two needs require careful and coordinated identification. EAL status must not delay SEND identification; pupils with both needs will receive a coordinated response.

The school has a Dual Identification supplementary section within the Learning Support Policy, which sets out the five-stage decision-making framework, assessment tools validated for EAL learners, and roles and responsibilities. Staff are trained to understand the distinction between language acquisition difficulty and learning difficulty.

Key features of our EAL and SEND approach:

- The EAL Policy cross-references the Learning Support
- The EAL Policy body text states clearly that EAL status must not delay SEND identification.
- A termly EAL and SEND review meeting takes place to discuss any pupils on both registers or causing concern in both areas.
- All SEND assessment referrals for EAL pupils explicitly note EAL status, proficiency stage and home language as standard.