



EAL Policy

(English as an Additional Language)

Aspire • Believe • Achieve

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Ratified by governing board:	
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Policy Statement

This policy outlines Frewen College's approach to identifying and meeting the needs of pupils who have English as an Additional Language (EAL). As an independent school specialising in dyslexia and associated Specific Learning Difficulties (SpLD), Frewen College recognises the importance of ensuring that pupils with EAL needs are able to access the curriculum fully, participate in all aspects of school life and achieve their academic potential.

At Frewen College, we are committed to ensuring that pupils for whom English is an additional language develop proficiency in speaking, listening, reading and writing in English, whilst recognising and valuing the linguistic and cultural diversity they bring to the College community.

The College recognises that EAL is not a Special Educational Need or Disability (SEND), although some pupils may have both EAL needs and identified SEND. Appropriate assessment and support are provided to ensure that pupils are not disadvantaged because English is not their first language.

Definition

For the purposes of this policy:

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may be:

- Newly arrived from another country and education system.
- Newly arrived from another country but previously educated in English.
- Born abroad and moved to the UK before starting school.
- Born in the UK but living in a household where the main language spoken is not English.
- Fluent speakers of English who continue to develop academic English language skills.

It is recognised that EAL pupils will require different levels of support according to their individual needs and stage of language acquisition.

Aims

The College aims:

- a) To ensure that all pupils, regardless of their first language, have appropriate access to the curriculum and wider educational opportunities.
- b) To enable pupils with EAL needs to participate fully in lessons and demonstrate their knowledge, understanding and skills without unnecessary barriers caused by language acquisition.
- c) To ensure pupils can access learning, revision materials, examinations and assessments appropriately and can express their ideas and understanding with increasing confidence and accuracy.
- d) To facilitate integration into the College community, including boarding life, extracurricular activities and social opportunities.
- e) To support pupils in developing the language and cultural understanding necessary to thrive in British society whilst respecting and valuing their own linguistic and cultural backgrounds.

- f) To ensure that pupils understand safeguarding procedures, behavioural expectations, health and safety information, boarding routines and how to seek support when needed.
- g) To prepare pupils for future education, employment and life beyond school, including university applications, interviews and entrance requirements where English language qualifications may be required.
- h) To ensure pupils are prepared for the opportunities, responsibilities and experiences of life in modern Britain, including an understanding of fundamental British values.

EAL and Specific Learning Difficulties (SpLD)

The College recognises that there may be overlap between the characteristics associated with learning English as an additional language and those associated with dyslexia and other specific learning difficulties.

The College acknowledges that:

- EAL is not a Special Educational Need or Disability.
- Difficulties arising solely from learning English as an additional language should not be regarded as indicators of dyslexia or other SEND.
- EAL status does not preclude the presence of dyslexia, dyspraxia, dyscalculia, Developmental Language Disorder (DLD), ADHD or other learning needs.
- Some characteristics associated with EAL and dyslexia may appear similar, including difficulties with spelling, reading fluency, vocabulary acquisition and written expression.

When concerns arise regarding a pupil's progress, careful assessment will be undertaken to distinguish between language acquisition needs and potential underlying learning difficulties.

Assessment may draw upon:

- Previous school reports.
- Educational psychology reports.
- Standardised literacy assessments.
- Cognitive assessment information.
- Classroom observations.
- Information from parents and carers.
- Progress over time in English and, where appropriate, the pupil's first language.

For pupils with both EAL and SEND needs, support will be planned holistically to ensure that language acquisition needs and learning needs are addressed simultaneously and effectively.

Identification

Admissions

Appropriate English language proficiency is considered during the admissions process to ensure that a pupil can access and benefit from the education provided by the College. Any EAL needs identified during admissions are considered alongside the pupil's wider educational profile.

Identification and assessment of EAL needs may include:

- Information provided on the application form.
- Information obtained from parents or carers.
- Information from evaluation days.

- Admissions assessments and writing samples.
- Information provided by previous schools.
- Educational reports and supporting documentation.

Parents and carers are asked during the admissions process to provide information regarding:

- First language.
- Languages spoken at home.
- Previous EAL provision.

Assessment on Entry

All pupils identified as having a language other than English as their first language, or whose assessments indicate potential language support needs, may be screened following entry to determine whether additional support is required to access the curriculum fully.

Ongoing Identification

Pupils may also be identified during their time at the College through:

- Subject teacher referrals.
- Tutor observations.
- Assessment outcomes.
- Boarding or pastoral staff concerns.
- Learning Support Department reviews.

Support may be introduced at any stage of a pupil's education where it is felt additional provision would be beneficial.

EAL Register

The College maintains an EAL Register, overseen by the Head of Learning Support detailing pupils' levels of need and support arrangements.

EAL Classification

The College uses the Department for Education EAL proficiency scale as a guide when assessing levels of language acquisition and support needs. The College will ultimately make a professional judgement on the level of support possibly require taking into account dyslexia profile and co-occurring SpLDs.

Stage A: New to English

The pupil may:

- Use their first language for learning and communication.
- Remain silent or have minimal participation in classroom discussions.
- Be copying or repeating words and phrases.
- Have little or no literacy in English.

Needs a considerable amount of EAL support.

Stage B: Early Acquisition

The pupil may:

- Participate in learning activities with support.
- Begin using spoken English socially.
- Understand simple instructions.
- Follow narratives with visual support.
- Demonstrate emerging literacy skills.
- Show increasing understanding of subject vocabulary.

Needs significant EAL support to access the curriculum.

Stage C: Developing Competence

The pupil may:

- Participate increasingly independently.
- Express ideas orally with some grammatical inaccuracies.
- Understand more complex language and abstract concepts.
- Require support for reading comprehension and written tasks.

Requires ongoing EAL support to access the curriculum fully.

Stage D: Competent

The pupil may:

- Engage successfully across the curriculum.
- Read and understand a wide range of texts.
- Communicate effectively in speech and writing.
- Require occasional support to access nuanced or highly academic language.

Needs occasional EAL support for complex curriculum demands.

Stage E: Fluent

The pupil can operate effectively across the curriculum at a level comparable to peers whose first language is English.

No specialist EAL support is normally required.

Provision

Provision for EAL pupils sits within the College's broader learning support framework, which encompasses SEND, EAL and other learning needs.

Provision may include:

Direct Support

- a) Individual or small-group tuition with a specialist teacher or tutor, where appropriate.
- b) Targeted support focused on language acquisition, vocabulary development, reading, writing, speaking and listening skills.
- c) Support for university applications, interviews and admissions testing.

Classroom Support

Teachers are responsible for supporting EAL learners within their lessons through:

- Appropriate differentiation.
- Explicit teaching of key vocabulary.
- Use of visual and contextual aids.
- Modelling language structures.
- Checking understanding regularly.
- Providing scaffolding to support learning.
- Liaising with the Learning Support Department where concerns arise.

Curriculum Adjustments

Where necessary and appropriate:

- Modified materials may be provided.

- Additional pre-teaching of key concepts may take place.
- Reasonable adjustments may be implemented to support access to learning.

Valuing Bilingualism

Frewen College recognises bilingualism and multilingualism as significant strengths. Pupils are encouraged to:

- Maintain and develop their first language.
- Value their linguistic and cultural heritage.
- Take external qualifications in their home language where appropriate.

University Preparation

Where English language qualifications are required for university entry, the Exams Department and Learning Support Department will work together to ensure pupils are appropriately prepared and entered for relevant examinations in a timely manner.

Safeguarding and Welfare

The College is committed to ensuring that language is not a barrier to safeguarding or pupil welfare.

Reasonable steps will be taken to ensure pupils with EAL:

- Understand safeguarding procedures.
- Know how to report concerns.
- Understand behaviour expectations.
- Understand health and safety requirements.
- Understand boarding expectations and routines where applicable.
- Know how to access pastoral support.
- Can communicate concerns effectively and confidently.

Where language presents a barrier to understanding or communication, appropriate support will be provided.

Monitoring and Review

Progress is monitored through:

- Teacher assessments.
- Internal examinations.
- Public examination outcomes.
- Tutor feedback.
- Pastoral observations.
- Pupil voice.
- Parent and carer feedback.

The effectiveness of provision will be evaluated through:

- Progress and attainment data.
- Participation and engagement.
- Attendance.
- Examination outcomes.
- Destination data where appropriate.

Where a pupil demonstrates that EAL is no longer adversely affecting access to the curriculum, specialist support may be reduced or discontinued following review.

Sources of Guidance

The College uses guidance and professional resources from:

- The Department for Education (DfE).
- The SEND Code of Practice (2015).
- NALDIC (National Association for Language Development in the Curriculum):
[NALDIC](#)
- The Bell Foundation
- SASC
- The Equality Act 2010.
- Independent School Standards Regulations (ISSRs).

Monitoring of this Policy

Overall responsibility for implementation and monitoring of this policy rests with the Head of Learning Support and the Deputy Head.

Governors maintain oversight of the effectiveness of EAL provision through the College's governance and quality assurance processes.

This policy is published on the College website and made available to parents, carers and inspectors upon request.