



ALTRINCHAM PREPARATORY SCHOOL

EAL Policy

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This policy applies to Altrincham Preparatory School, including the EYFS. It is available upon request to parents and prospective parents and is published to parents and prospective parents on the School's website.

Introduction

At Altrincham Preparatory School we celebrate the rich linguistic and cultural diversity of our community. Many of our pupils speak more than one language, bringing with them a wealth of experiences, perspectives, and knowledge. Some children come from well-established communities, while others may be newly arrived and adapting to the language and culture of this country.

We are committed to ensuring that the teaching, learning, achievement, attitudes, and well-being of all pupils are valued and supported. Every boy is encouraged to achieve the highest possible standards through high-quality teaching that recognises and responds to individual life experiences, strengths, and needs.

Children who are learning English as an Additional Language (EAL) already possess skills and understanding of language comparable to their monolingual peers. Their cognitive and academic abilities may often exceed their current level of English communication. Our aim is to nurture these strengths, supporting each child to develop full confidence and fluency in English while valuing and maintaining their home language.

Definition

The term 'EAL' is used to describe pupils who speak English as an Additional Language. According to the Department for Education, such learners are defined as those who have been '*exposed to a language at home that is known or believed to be other than English*' (DfE).

EAL pupils will require varying levels of support and provision, depending on their prior educational experiences, level of English proficiency, and individual learning needs.

Aims of the Policy

- To welcome, value and celebrate the cultural, linguistic and learning experiences that pupils with EAL bring to the school.
- To involve the whole school in ensuring that pupils with EAL are fully supported and are able to take part in activities.
- To give all pupils the opportunity to overcome any barriers to learning and assessment (in line with the requirements of the Race Relations Act 1976).
- To help pupils with EAL become confident and skilled in listening, speaking, reading and writing in English.
- To encourage and enable parental support in their child's learning and to ensure that all families feel included within the school community.

Key Principles of Additional Language Acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study, and all teachers share the responsibility for teaching English alongside subject content.
- Access to learning requires explicit attention to vocabulary and meaning within each curriculum area - understanding cannot be assumed.
- Language is central to identity. The home languages of all pupils and staff should be recognised, valued, and maintained to support links between languages and facilitate English acquisition.
- While many pupils quickly acquire conversational English, the academic language required for study is more complex and may take up to ten years to develop.
- Language develops best when used in meaningful, purposeful contexts across the curriculum.
- All school staff play a crucial role in modelling effective language use.
- Skills and knowledge developed through a pupil's first language aid the learning of additional languages.

- A clear distinction should be made between EAL and Special Educational Needs and Disability (SEND).

Whole school approach

On entry to the school, information is gathered about each pupil's:

- Linguistic background and competence in other language/s.
- Previous educational experience.
- Family and biographical background.

EAL pupils are identified on entry, and their language development is closely monitored. The school uses the DfE Proficiency in English scale to establish a baseline level of proficiency in four key skills: reading, listening, speaking and writing (see Appendix 1). EAL pupils are assigned a relevant code in each area.

An annual EAL Register is produced and shared with all teaching staff. Parents are regularly invited to update language information for their son(s).

Pupils learn alongside their peers in the classroom, providing an integrated linguistic, academic, and cultural environment.

Following each whole-school assessment cycle, the EAL Co-ordinator meets with the Deputy Headteacher to review progress data for EAL learners. EAL pupils' results are analysed as a cohort and compared to overall school performance to identify trends and set appropriate progress targets.

Approach of Our Teachers

It is a collective responsibility that all staff identify and remove barriers that may prevent EAL learners from reaching their full potential.

The EAL Co-ordinator and Deputy Headteacher are responsible for:

- Liaising with teaching staff to identify and support EAL pupils.
- Assisting with the assessment of language proficiency for new arrivals.
- Managing and auditing EAL resources to ensure effectiveness.
- Monitoring the progress of EAL pupils in literacy (speaking, listening, reading, and writing) and mathematics.

Teachers develop the spoken and written English of EAL pupils in class by:

- Ensuring vocabulary teaching includes both every day and subject-specific language, including metaphors and idioms.
- Displaying key vocabulary and visual supports (e.g. posters, pictures, gestures, real objects).
- Providing verbal scaffolds such as repetition, modelling, and peer collaboration.
- Using talk and collaborative learning to encourage active participation.
- Offering structured language scaffolds (e.g. sentence starters, writing frames).
- Teaching how English is structured and used for different purposes across subjects.
- Providing varied reading materials that demonstrate different uses of English.
- Using talk to support and extend writing development.
- Encouraging pupils to transfer skills and understanding from their home language to English.
- Building on pupils' linguistic and cultural experiences to support learning.
- Creating enhanced opportunities for speaking and listening through drama, role play, and presentation.
- Pre-teaching key vocabulary that pupils will encounter in upcoming lessons.

Teachers ensure access and inclusion for all pupils by:

- Considering pupils' linguistic, cultural, and religious backgrounds.
- Selecting accessible texts and resources appropriate to pupils' ages and language levels.
- Using digital tools, bilingual dictionaries, and readers for support.
- Assessing pupils sensitively, particularly during early stages of English acquisition.
- Personalising learning to meet the needs of all pupils.

Teachers:

- Set and review challenging but achievable language and learning targets.
- Include EAL objectives in lesson planning.
- Regularly observe, assess, and record pupils' language development.
- Update personalised provision maps as required.

The implementation and impact of the EAL Policy will be monitored regularly to ensure that all pupils with English as an Additional Language are supported effectively and make good progress.

The Early Years Foundation Stage

EYFS teachers apply the same principles in supporting EAL learners, with additional emphasis on:

- Building on children's existing language experiences and cultural backgrounds.
- Creating purposeful opportunities for speaking and listening with both peers and adults.
- Providing bilingual support, where possible, to help extend and reinforce vocabulary.
- Offering opportunities for children to hear and use both their home languages and English.
- Encouraging parents and carers to maintain and further develop the use of home languages.

Special Educational Needs and Disability

Additional support for EAL pupils is generally related to language acquisition and should not be assumed to indicate the presence of special educational needs or disabilities (SEND). Where SEND is identified, EAL pupils will have equal access to the school's SEND provision and support. Likewise, EAL pupils identified as more able will be provided with equal opportunities for enrichment, challenge, and extension activities.

Parental involvement

We recognise that strong partnerships with parents and carers are essential for success. The school promotes this by:

- Providing a welcoming and inclusive induction process for new families.
- Using plain English, interpreters, or translated materials where appropriate.
- Identifying and respecting families' linguistic, cultural, and religious backgrounds.
- Establishing links with community groups where possible.
- Encouraging the use and development of home languages.
- Supporting parents to understand how they can help their children's learning at home, including maintaining home language use.

This policy will be reviewed annually to ensure it remains current, relevant, and reflective of best practice in supporting pupils with English as an Additional Language (EAL).

Appendix 1

Proficiency in English Scale

New to English [Code A]: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support

Early acquisition [Code B]: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

Developing competence [Code C]: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

Competent [Code D]: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

Fluent [Code E]: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.