



Barrow Hills

SCHOOL

EAL (English as an Additional Language) Policy

This policy includes the Early Years Foundation Stage

Policy updated: May 2025

Policy to be reviewed: May 2027

Mission Statement

At Barrow Hills School, rooted in our caring ethos, we are committed to enabling every pupil to achieve their full potential regardless of their first language. We aim to create an inclusive and supportive learning environment where English as an Additional Language (EAL) pupils are empowered to thrive academically, socially, and emotionally, while celebrating linguistic and cultural diversity. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Aims and Commitments

We aim to:

- Support EAL pupils in acquiring the English language skills necessary to access the full curriculum.
- Promote rapid and effective language development within a safe and nurturing environment.
- Celebrate linguistic diversity and promote positive attitudes toward bilingualism and multiculturalism.
- Ensure equality of opportunity and high expectations for all pupils, including EAL learners.
- Engage parents and carers as active partners in the learning process.

We are committed to ensuring that:

- All children, regardless of ethnicity, have equal access to a broad and balanced curriculum.
- Individuals or groups of children at risk of underachieving are identified and receive extra support.
- Pupils, parents and carers from all ethnic minorities feel genuinely included in the community of our school.
- Pupils can use English confidently and competently.
- We help pupils to use English as a means of learning across the curriculum.
- Early identification and tailored support for EAL learners. We ask for information on joining the school.
- High-quality teaching and differentiated instruction.
- Staff training and professional development in EAL strategies. We have one member of staff who is TEFL trained.
- Ongoing monitoring and review to evaluate the effectiveness of EAL provision.

Context: Surrey and School Demographics

Barrow Hills School serves a predominantly English-speaking population with a low proportion of EAL learners. Despite the relatively small number of EAL pupils, we recognise the importance of maintaining a robust and responsive EAL policy. Each pupil's linguistic background is respected and celebrated as a valuable asset within our school community.

Key Principles for Second Language Acquisition

- Language acquisition is a developmental process requiring time and support.
- Language is best learned through meaningful interaction and rich contextual learning.
- Oral fluency often precedes written proficiency.
- Pupils may experience a "silent period" as they adjust to a new language environment.
- Social language typically develops faster than academic language.
- Effective EAL provision benefits all learners by fostering inclusive and reflective practice. We particularly value pupil voice so that we can ensure EAL pupils are not at a disadvantage.

EAL Teaching and Learning

EAL learners receive support within the classroom through quality-first teaching and, where appropriate, additional small-group or individual sessions. Teaching focuses on vocabulary development, comprehension, speaking, listening, reading, and writing. Visual aids, scaffolding techniques, bilingual resources such as dictionaries or pictorial resources, and peer support are employed to facilitate access to the curriculum. Teachers differentiate lesson content and outcomes based on individual language proficiency levels. Opportunities are provided to develop language in all subjects across the curriculum.

Pupil voice is very important and where pupils indicate that they may need more help, support is adapted accordingly. This may mean short periods of 1:1 support, both in the classroom and individually, differentiated materials and additional methods of support, as detailed below.

Teaching and Learning strategies for the Classroom:

- Include all EAL/ bilingual children fully in lessons.
- Encourage pupil participation and achievement in lessons.
- Provide opportunities for peer support- using paired/ small group work where appropriate.
- Offer access to traditional rhymes and stories.
- Provide context embedded language experiences.

- Check for pupils' understanding – ask questions, or get the child to explain what they are going to do.
- Give clear, full explanations of subject specific language.
- Provide opportunities for previews of difficult or complex texts including pre-teaching of vocabulary.
- Use consistent language when giving pupils instructions.
- Be aware of the effect of eye contact and body language.
- Accept non-verbal/ 'I don't understand' responses from pupils.
- Use technology where appropriate.
- Use collaborative learning resources to reinforce and consolidate prior learning.
- When planning, highlight EAL needs and support to be given.
- Encourage the use of home language to support and enhance understanding in English.

Planning, Monitoring and Evaluation

Teachers plan lessons that are inclusive and accessible to EAL pupils, incorporating appropriate language objectives. EAL learners are tracked using a combination of school-based and other assessment frameworks. Regular reviews are conducted to evaluate progress and adjust support accordingly. EAL progress is considered during pupil progress meetings and included in school-wide data analysis.

Targets are monitored and reviewed by the class teacher and EAL support staff (where appropriate) on a termly basis.

Special Educational Needs and Gifted and Talented Pupils

EAL is not a Special Educational Need, but some EAL pupils may also have SEN or be gifted and talented. SEN needs are identified through careful observation and assessment to avoid misattributing language barriers as learning difficulties. Gifted and talented EAL pupils are identified and provided with appropriate challenge and enrichment opportunities. Interventions are personalised and do not assume a uniform EAL experience.

Assessment and Record Keeping

On entry to school, the parents/carers of pupils are asked to complete an initial entry form containing information regarding the pupil's ethnic origin and home languages. Teachers working in the Foundation Stage meet with parents/carers to gather more specific information about languages spoken or heard in the home environment.

Ongoing formative assessment informs planning and next steps. Summative assessment data is analysed for EAL progress and shared with relevant staff. Records of support and progress are maintained and reviewed termly.

Any pupil not making expected progress will be referred to EAL support staff for additional support.

Resources

- Age-appropriate bilingual dictionaries and dual-language books.
- Visual aids, access to technology as appropriate.
- Access to translation and interpretation services where necessary, using online resources where appropriate

Parents and Carers

We actively involve parents and carers as partners in their child's learning.. Cultural sensitivity and awareness are promoted during parent interactions. Regular meetings ensure parents are informed of progress and support strategies.

Key Responsibilities and Staff Development

Head of Pre-Prep, Prep and Upper Prep:

- Oversees the implementation of the EAL policy.
- Coordinates support and resources for pupils and staff.
- Ensures accurate assessment and record-keeping.
- Supports staff training and professional development.
- Liaise with Registrar and Head of SEND on pupil entry

All Staff:

- Are responsible for the progress of EAL learners in their care.
- Differentiate planning and teaching to meet EAL needs.
- Undertake EAL-related CPD as provided or recommended.

Senior Leadership Team:

- Ensure the policy is implemented and monitored effectively.
- Provide time and resources for EAL provision and training.