



English as an Additional Language Policy

Including EYFS

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1 Aims

This statement details our vision to identify and meet the needs of those pupils at St Christopher's Prep School and Nursery classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, pupils who have a first/home language other than English and who are in the process of learning and using English as an additional language through the curriculum and broader life of the school.

St Christopher's Prep School and Nursery is committed to meeting the needs of pupils with English as an Additional Language. We welcome applications from pupils for whom English is not their first language or is not the principal language spoken at home. We welcome the diversity to our community by different cultures.

Whilst being clear that EAL is not a SEN (Special Educational Need) or a Learning Difficulty, the school acknowledged that pupils with EAL often have an additional need in terms of accessing the language used by staff and peers, and/or the curriculum which can lead to underachievement and isolation.

1.1 This is the English as an additional language (**EAL**) policy of St Christopher's School (**School**).

1.2 The aims of this policy are as follows:

- 1.2.1 to implement school-wide strategies to ensure that EAL pupils have the opportunity to learn and make progress
- 1.2.2 to help EAL pupils to become confident and fluent in English in order to be able to fulfil their potential
- 1.2.3 to equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- 1.2.4 to monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- 1.2.5 to maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages
- 1.2.6 To ensure EAL pupils have full access to the curriculum (and other school opportunities)
- 1.2.7 Be proactive in removing any barriers that stand in the way of our EAL pupils fulfilling their potential
- 1.2.8 To provide our EAL pupils, particularly those who have newly arrived from overseas with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

2 Scope and application

2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

3 Context

3.1 A variety of first languages other than English, are spoken by pupils in our school. The most common languages are Arabic, Indian and Chinese. Some children have one parent with an additional language who may or may not use it whilst communicating with the child.

4 Key Principles

- 4.1 For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of the academic potential/raising of economic prospects and being included in the daily life of the school community, and wider public society. At St Christopher's Prep, we view the fulfilment of this amongst EAL pupils to be a part of our sense of mission.
- 4.2 EAL pupils may take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- 4.3 EAL pupils have a temporary additional need which is primarily language acquisition. This is separate and distinct from typical additional needs but with crossover points. EAL pupils are not automatically SEN and should not be labelled or treated in this way.
- 4.4 EAL pupils are not automatically lower ability and should not be treated as such.
- 4.5 EAL pupils will have potential strengths as well as additional needs.
- 4.6 There is a social-emotional and cultural dimension to catering for the needs of EAL pupils

5 Regulatory framework

- 5.1 This policy has been prepared to meet the School's responsibilities under:
 - 5.1.1 Education (Independent School Standards) Regulations April 2026
 - 5.1.2 Statutory framework for the Early Years Foundation Stage (*DfE, (July 2026)*)
 - 5.1.3 Education and Skills Act 2008
 - 5.1.4 Childcare Act 2006
 - 5.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 5.1.6 Equality Act 2010.
- 5.2 This policy has regard to the following guidance and advice:
 - 5.2.1 The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014); and
 - 5.2.2 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, 2014).
- 5.3 The following School policies, procedures and resource materials are relevant to this policy:
 - 5.3.1 policy on special educational needs and learning difficulties
 - 5.3.2 equal opportunities policy;
 - 5.3.3 admissions policy.

6 Publication and availability

- 6.1 This policy is published on the School website

- 6.2 This policy is available in hard copy on request
- 6.3 A copy of the policy is available for inspection from the school reception during the School day
- 6.4 This policy can be made available in large print or other accessible format if required

7 Definitions

- 7.1 Where the following words or phrases are used in this policy:

7.1.1 references to **English as an Additional Language (EAL)** are used when referring to:

- (a) pupils whose main language at home is a language other than English; or
- (b) pupils for whom English is not their mother-tongue and are competent (age-appropriate) at speaking at least one other language

7.1.2 Within this, there is a more vulnerable group of pupils we term as 'International New Arrivals' (abbreviated as INA). This refers specifically to pupils who have entered the UK within the past two years

7.1.3 There are also a number of terms that can be useful when describing the background of EAL pupils:

- (a) first generation: meaning they were born in another country and have since resettled in the UK with their family.
- (b) second or third generation: meaning they were born in the UK into a migrant or dual heritage family.
- (c) migrant worker: those who have moved for economic betterment.
- (d) asylum seeker / refugee: those who have moved to escape famine, persecution, and other tragic events

8 Responsibility statement and allocation of tasks

- 8.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 8.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	HEAD/SENCo	As required
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	SENCo	As required

Task	Allocated to	When / frequency of review
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	SENCo	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	SENCo	As required
Formal review	Proprietor	As required, and at least every two years

9 Strategies

- 9.1 Pupils with EAL will be assessed on their arrival to the School to identify the initial level of provision required.
- 9.2 Where pupils are assessed as needing separate EAL teaching by an EAL teacher who will work under the school's Intervention Programme, parents will be advised that this is the case. The School will provide additional tuition in English until the pupil has integrated into the mainstream curriculum. The School reserves the right to charge for additional tuition.
- 9.3 The School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- 9.4 Pupils who receive assistance with EAL will be fully integrated into School life and will be provided with appropriate support as required:
 - 9.4.1 Within core subjects, TAs will work with pupils who have EAL. TAs may also work individually with a pupil who has EAL to support the pupil to access the whole-class teaching. TAs will be guided in this by the class.
 - 9.4.2 Class teachers will differentiate the work for pupils with EAL, to ensure that they are able to access as much of the curriculum as possible.
 - 9.4.3 The School will seek to provide support to pupils from others from the same language grouping, where possible.
- 9.5 The School will ensure that:
 - 9.5.1 all involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff;
 - 9.5.2 the effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;
 - 9.5.3 any bullying of which the School becomes aware will be dealt with in accordance with the School's anti-bullying policy.

9.6 All teaching staff can assist in the following ways:

- 9.6.1 be knowledgeable about pupils' abilities and needs in English and other subjects;
- 9.6.2 ensure the pupil's name is pronounced correctly and that he / she is included as much as possible;
- 9.6.3 use this knowledge effectively in curriculum planning, classroom teaching and grouping.

9.7 Any concerns about the well-being of a pupil with EAL should be referred to the Designated Safeguarding Lead.

10 Approach to Teaching and Learning

10.1 Every teacher will encounter pupils who do not use English as their first language. To be successful, we will have to nurture language development, as well as teaching our subject.

10.2 Every teacher will encounter pupils from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have to coach pupils in how to learn, as well as teaching our subject.

10.3 Every teacher will encounter pupils who having moved countries and are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups – as well as teaching our subject.

10.4 We recognise that many pupils will supplement their English language tuition at St Christopher's Prep with tuition at language schools in the evenings, at weekends and during holidays. This practice is encouraged and will have obvious benefits.

11 Special educational needs and learning difficulties

11.1 If the School has reason to suspect that a pupil with EAL may also have special educational needs or a learning difficulty, the School will take action as referred to in its policy on special educational needs and learning difficulties.

11.2 A pupil will not be regarded as having a learning difficulty solely because the language or form of language in which he / she is or will be taught is different from a language or form of language which is or has been spoken at home.

12 Placement

12.1 We recognise that EAL pupils, who may be new to English and to the UK, need support and stability as they start school. However, we recognise that EAL pupils:

- (a) Have a right to a full timetable, with equal access to the whole curriculum
- (b) Are best placed in groups with fluent English speakers who will provide them with good models of language
- (c) Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second
- (d) Are not automatically placed with Learning Support / SEN pupils for reasons of LSA support or smaller groups

- (e) Are not placed in teaching groups based on one standalone test / assessment.
- (f) EAL pupils will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education. This should take precedence over educational issues

13 Training

- 13.1 A range of resources are required to support pupils' English language skills including key word lists, visual cues and a range of language & literacy interventions if and when needed.
- 13.2 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 13.3 The level and frequency of training depends on the role of the individual member of staff.
- 13.4 The School maintains written records of all staff training.

14 Resources

- 14.1 A range of resources are required to support pupils' English language skills including key word lists, visual cues and a range of language & literacy interventions if and when needed.

15 Risk assessment

- 15.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 15.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 15.3 The Proprietor has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 15.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the SENCo who have/has been properly trained in, and tasked with, carrying out the particular assessment.

16 Record keeping

- 16.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 16.2 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

Appendix 1: EAL in our Early Years

EYFS

In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities

Encouraging parental involvement in the Early Years Foundation Stage

- When helping parents and carers settle their child to a new environment, we allow extra time for those parents who have English as an Additional Language.
- We may find that parents' or carers' understanding of language is better than their own spoken English. Photographs are therefore used in an attempt to share experiences and explaining routines.
- Parents/carers are informed about the friendships that their children are making. Taking photographs of children playing together reassures parents/carers that their children are settling in and making friends.
- We encourage previous EAL parents to share experiences with new parents and translate information to parents or practitioners.
- We spend time finding out about the child's home background and experiences.
- As well as talking to parents/carers as and when the occasion arises, we make an effort to getting to know a family by allocate specific time to get to know them. Spend time talking to the parent/carer in a quieter environment supports us to make the necessary arrangements and modifications to the curriculum in order to support the child.
- At parents' evenings or parents' days, extra time is given to parents or carers who are new to English as they may bring someone to help translate.
- Information is also given to parents about joining the local library. There are many story sacks and dual language books available some with CDs and an open invitation is given out to parents to come into school to help run a dual language/multi-lingual story or rhyme time.

Settling children in to an Early Years Foundation Stage Setting

Like all children, children learning English as an Additional Language may find it difficult to settle when they join an Early Years Foundation Stage setting.

Behaviour	Reason	What to do
Clinging/crying	Like all new children the child may be frightened of being left in a new environment. It can be doubly frightening if you don't understand the language as well as missing your Mum/ parent/carer and being in a strange place.	Invite parents/carers to stay for part or all of the session initially. Suggest a shorter session to begin with and build up the time over a number of sessions. Embed the use of your key person system so the child and parent get to know their name. This person will meet the child every day and support them during the initial settling-in period.
Child is overly physical	Children who cannot communicate in words may become physical in their interaction with other children.	It is really important to intervene calmly and model appropriate words for the child to learn such as "I want to play with the ...", "please can I join in?", "can I do that?" This interaction can be modelled in circle time.

Child understands but does not speak	Children learn to understand a new language much faster than they can speak it.	Acknowledge the fact and make sure you always use verbal instructions or comments alongside gestures, facial expression, and picture cues. Provide non-verbal ways for children to make choices eg. pointing or showing a picture to choose fruit at snack time, choosing a rhyme to sing at group time. Give verbal choice of two so child can say a single word in response.
Child is silent and spends a lot of time watching others at a distance	The child may not be confident taking part in group activities initially.	Allow the child to watch and observe the other children until they are confident to join in. Use self-talk and parallel talk.
Some EAL children will go through a phase of shouting in order to make themselves understood	Frustration when people do not understand. Unfamiliarity with expectations and norms of noise levels in the setting.	Acknowledge and praise their efforts to communicate and encourage more appropriate voice level by modelling little voices. Small group time with the key person is a good time to reinforce "little voices".
Behaviour issues	Initial unfamiliarity with behaviour expectations and lack of experience interacting with children	Use the setting's usual behaviour policy. It is important that Children learning EAL are given the same clear boundaries as other children in the setting. They will quickly learn the word no by the tone of your voice especially when accompanied by gesture and other visual support such as a symbol. If a child continues not to conform enlist parents to reinforce using the home language.

Speaking and Listening in the Early Years Foundation Stage

Observations	Strategies
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• Appears to speak no English Appears to understand no English Speaks in home language to adults and peers • Watches others • Understanding more English than able to use • Communicating by gesture and facial expression • Responding to instructions accompanied with gestures • Joins in with repeated phrases in songs and action rhymes • Using single words or phrases to communicate e.g. Toilet or Drink Uses gesture to extend talk • Echoing words/phrases "tidy up time" "sit down" • Generating own words and short phrases • EAL "errors" such as word order or mixing languages are still very common	• Self-talk and parallel talk Visual timetables picture books • Teach staff names • Play games with repetitive language • Action rhymes, songs, poems and stories • Practical activities • Continue to involve the child in activities and use the above strategies • Use real objects and pictures to provide extra visual support • Lotto games, bingo games • Extend the child's speech. "Cars." "Would you like to play with the cars? I've got a yellow car. I'm driving it down the road." • Stories with repetitive language and clear pictures • Continue to extend child's speech and model correct grammatical structures "I goed outside." You went outside? What did you play with outside?" • Encourage pupil to respond by asking closed questions, either or questions and one word answer questions
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Choosing suitable books for EAL learners in the EYFS

Wherever possible, stories are chosen which:

- have repetitive language
- have predictable patterns
- are culturally familiar wherever possible
- can be accompanied by visual support, eg. toys, storyboard pictures or puppets or can be acted out. Story sacks are ideal.
- have supportive illustrations directly related to the text to aid understanding
- have familiar story content or setting
- do not reinforce stereotypes
- have clear text which is large enough to follow with supportive illustrations
- are available in dual language. Have dual language versions available if possible

Many publishers publish dual language stories and the following dual language versions of traditional tales and well-known stories are available from Mantra Lingua publishing:

- Brown Bear, Brown Bear, What Do You See?
- Farmer Duck

- Goldilocks and the Three Bears
- Handa's Hen
- Handa's Surprise
- The Little Red Hen and the Grains of Wheat
- The Three Billy Goats Gruff
- The Very Hungry Caterpillar
- Walking Through the Jungle
- We're Going on a Bear Hunt

We encourage parental involvement and the use of home languages by sending the dual language book home so parents and carers can read the stories and talk about them using their home languages. Parents and carers are also invited into school to read to the children. If this is not possible, many of these stories are now available on the internet- a link is sent home for them to watch and listen to.

Visual support for children learning English as an Additional Language.

Visual supports include; pictures, objects, gestures, written language and photographs.

- Daily routine charts and visual timetables
- "Talk about" books
- Visually supported play
- Step by step instructions eg washing hands
- Makaton actions and gesture
- Picture choice cards



EAL Referral Sheet

Name of Child being referred:

Name of Teacher completing referral:

Home Language:

Has child also been referred to SEND for assessment? YES/NO

Assessment should indicate a level of need on a scale from 1-10, with 1 indicating a low level of need – 5 indicating a moderate level of need and 10 indicating the highest level of need.

<u>Elements which indicate a EAL based needs:</u>	<u>Scale 1-10</u>
1. Low level of age-appropriate speech in English.	
2. Low level of age-appropriate understanding in English.	
3. Difficulty with pronunciation of words and letter sounds	
4. Incorrect use of word-order (syntax) in speech.	
5. Incorrect use of grammar in written sentences, including tenses, plurals and articles.	
6. Difficulty with spelling of age-appropriate key words	
7. Other: Please specify on a separate sheet.	

After meeting with EAL Co-ordinator, the following initial intervention actions were agreed:

<u>Intervention Actions:</u>	<u>YES /NO</u>
1. In class (differentiated) support with spellings.	
2. TA support with spellings.	
3. In class (differentiated) support with redrafting sentences.	
4. TA support with redrafting sentences	
5. In class support with focussed elements of grammar/phonic understanding	
6. TA support with focussed elements of grammar/phonic understanding	
7. TA support with home-reading programme	
8. Other: Please specify on a separate sheet.	

EAL Intervention Programme Review



Name of Child being referred:

Name of Teacher completing referral:

Home Language:

Following the Initial Intervention Programme, please review the level of EAL based needs, indicating whether there has been an improvement. This review should be shared with the parent at Target Setting and Target review meetings to gain their views and input.

Assessment should indicate a level of need on a scale from 1-10, with 1 indicating a low level of need – 5 indicating a moderate level of need and 10 indicating the highest level of need.

<u>Elements which indicate a EAL based needs:</u>	<u>Previous scale Assessment Scale 1-10</u>	<u>Current scale assessment Indicating whether there has been an improvement</u>
1. Low level of age-appropriate speech in English.		
2. Low level of age-appropriate understanding in English.		
3. Difficulty with pronunciation of words and letter sounds		
4. Incorrect use of word-order (syntax) in speech.		
5. Incorrect use of grammar in written sentences, including tenses, plurals and articles.		
6. Difficulty with spelling of age-appropriate key words		
7. Other: Please specify on a separate sheet.		
<u>Targets for Coming Term</u> <i>These should address the Needs identified above.</i>	<u>Intervention Actions</u>	

Signed by Parent:

Date: