Beachborough School

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE

Updated: September 2026

Date of next Review: September 2027

Policy Lead: Mrs L Dowson

Checked by: Deputy Head (Operations)

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Mission Statement

Our mission at Beachborough is to create the conditions and culture so that each child thrives intellectually, physically, culturally, and emotionally. The priority will be the happiness of each child as it is paramount to achieving lasting success and being fully prepared for senior school.

Date implemented: Autumn Term 2017

Date of last review: September 2026

The person responsible for managing the governors' EAL policy: Mrs Louise Dowson

The person responsible for day-to-day co-ordination of the Governors' SEND policy:

Mrs Louise Dowson

Compiled by: Mrs Louise Dowson

Date: September 2026

Purpose

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

This is a whole-school policy, applying to all pupils across Beachborough, including those in Pre-Prep and EYFS.

Definition

The definition of EAL is, according to the Department for Education, as follows:

"A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English." (English proficiency of pupils with English as an additional language, DfE, 2020). Beachborough welcomes pupils from overseas and for whom English is an additional language.

Beachborough is committed to providing an education that values and is enriched by the diverse ethnic, cultural, and religious backgrounds of its pupils and their families. We believe the curriculum should reflect this diversity and that learning is enhanced by sharing the experiences and cultural heritage of all pupils. We recognise the importance of supporting pupils who use more than one language and encourage families to maintain and celebrate their home languages. Language learning is a lifelong process, and development is best supported when pupils can hear and use their languages in meaningful ways. We also distinguish between social and academic language and aim to help pupils become fluent in both.

Maintaining a non-English language at home strengthens a child's cultural identity and supports their development as global citizens. Equality of access to the curriculum is ensured through High-Quality Teaching, which includes:

- Well-planned, sequenced lessons
- Clear learning objectives
- Interactive, multi-sensory teaching methods
- Collaborative group work

- Active and independent learning
- Differentiation to meet the needs of all pupils, including those with EAL, HLL, and SEND

Supporting Pupils with EAL at Beachborough

Our goal is to ensure that all pupils, including those with English as an Additional Language (EAL), have access to a broad, balanced, and relevant curriculum. English is best learned through full participation in the curriculum, and EAL pupils are encouraged to engage in all learning opportunities alongside their peers.

We believe that EAL learners thrive in inclusive environments where diversity is valued. Our school structure, pastoral care, and ethos are designed to support integration while celebrating each pupil's background.

At Beachborough, all pupils are welcomed equally, regardless of their first language. The admissions process is guided by the school's Admissions Policy, with reasonable adjustments made to support individual needs. Every pupil is entitled to equal access to the curriculum, which is adapted to support their language development. Upon registration, parents are asked to indicate their child's preferred language, helping the school to tailor support from the outset. The school values each child and is committed to inclusive practices that meet individual needs.

Admissions Process:

- The Registrar gathers information about any additional language needs during admissions.
- This information is shared with the EAL Coordinator and the Deputy Head (Curriculum) and Deputy Head (Pastoral).
- Relevant class and subject teachers are informed to ensure appropriate planning.
- A meeting is held between teachers and parents/carers
- Lessons are planned to reflect the pupil's language needs.

Planning, Monitoring and Evaluation of Pupils with EAL

All children with EAL are identified on entry and their language development is closely monitored. An annual EAL list is produced and shared with all teaching staff. Parents are also given the opportunity to update the language information regarding their child(ren).

Pupils are assessed regularly using:

- CPI (Cambridge Primary Insight) test or CAT 4 (Cognitive Abilities Test)
- PIRA (Progress in Reading)
- PUMA (Progress in Maths)
- GaPS (Grammar, Punctuation and Spelling)

Teachers analyse this data with a focus on the progress and achievement of EAL learners. Further discussions take place between the Deputy Head Curriculum, EAL Coordinator, and the English Department to review progress and set future learning targets, as part of the school's commitment to High-Quality Teaching

EAL pupils learn alongside their peers in the classroom, benefiting from an integrated approach that combines language, content, and cultural learning. This inclusive environment is designed to motivate and meet the unique needs of EAL learners. Where needed, pupils may be temporarily withdrawn from mainstream lessons to work on specific language targets, which are always linked to their class or subject work.

The EAL Coordinator is responsible for:

- Supporting curriculum planning
- Ensuring effective provision for EAL pupils across the school

EAL teaching and learning

At Beachborough, we recognise that in the Early Years Foundation Stage (EYFS), children acquire conceptual and linguistic knowledge simultaneously. Staff adapt their interactions to support language development in both English and the child's home language.

Children of all ages, including those in EYFS, are encouraged to read, write, and speak in their home language alongside learning English. The timing of English literacy development is considered in relation to each child's progress in their first language.

At Beachborough, expectations for EAL pupils are high. The school embraces a strength-based philosophy, recognising that having English as an Additional Language is an asset rather than a barrier. Pupils are encouraged to build on their linguistic and cultural strengths, fostering confidence and pride in their identity.

All teachers involved in the education of EAL pupils actively participate in the planning, monitoring, and reviewing of their needs and achievements. The EAL Coordinator oversees the coordination of support and is responsible for evaluating the effectiveness of the school's EAL policy.
It is recognised that each pupil with EAL will have their own specific profile of language needs which is determined through:

- Observation
- Informal assessment guided by The Bell Foundation's EAL Assessment Framework for Schools
- Formal assessment, such as the Renfrew Action Picture Test (used for pupils up to the age of 7)

Based on these assessments, targeted interventions are provided where necessary to support language development.

Examples of Targeted Interventions are:

- Phonics support for younger pupils or those new to English
- Comprehension and writing support for older pupils, including:
- Exposure to challenging vocabulary
- Structured writing techniques
- Use of key phrases and graphic organisers

EAL, Higher Level Learners and Special Educational Needs (SEND)

At Beachborough, a pupil is not considered to have a learning difficulty simply because their home or community language differs from the language of instruction. Multilingualism is recognised as a strength, not a barrier. The EAL Coordinator is available to provide assessment, and advice whenever concerns arise about a pupil's language development. Support from the Head of Learning Success and the Learning Success Department is accessible at any stage of a pupil's journey through the school.

Where pupils with EAL are also identified as Higher Level Learners (HLL), the EAL and HLL Coordinators work together to provide tailored guidance and support.

Beachborough promotes a whole-school approach with high expectations for all pupils with EAL, ensuring they are fully included and supported in their learning.

Assessment and Record Keeping

At all stages of a pupil's time at Beachborough, EAL pupils are identified as such, in line with the Department for Education (DfE) guidance. Formal assessment of a pupil's first language is uncommon; instead, this information is typically gathered from parents. English language proficiency is assessed through both teacher observations and formal testing.

Engagement with Parents and the Community

Beachborough actively engages with the parents and carers of EAL pupils, aiming to build strong relationships and reassure families that their home languages are valued and

supported. The EAL Coordinator is available to offer guidance and support to multilingual parents and is open to informal conversations.

Progress Tracking and Reporting

The progress of EAL pupils is closely monitored and reported to parents through the school's reporting system. Beachborough uses a robust individual tracking system to monitor academic development, which includes EAL pupils. The EAL Coordinator gathers feedback from subject teachers and conducts lesson observations to gain a comprehensive view of each pupil's progress.

Monitoring is a collaborative effort involving all teachers, and the EAL coordinator. Pupils are encouraged to set personal goals to enhance self-esteem and promote accountability.
Regular review meetings are held with parents—and pupils where appropriate—to evaluate progress. These reviews assess the effectiveness of current support and interventions. If additional support is needed, the EAL Coordinator may refer families to the Head of Learning Success, who may recommend involvement from external agencies or the local authority's Parent Partnership service**.**

Continuing Professional Development and INSET

Beachborough is committed to ensuring that all staff remain informed and equipped with current best practices for supporting pupils with English as an Additional Language (EAL). When a need for specialist training is identified, the school may seek support from external agencies. The EAL Coordinator, in collaboration with the Senior Leadership Team, carefully evaluates the relevance of training opportunities to ensure they meet the specific needs of staff working with EAL pupils.

Links with Other Schools

Beachborough makes additional arrangements to support EAL pupils during their transition to secondary or senior school. The school ensures that the receiving school is fully informed of the pupil's needs, with the EAL Coordinator playing a key role in this process. To facilitate a smooth transition, the EAL Coordinator is available to meet with relevant staff and parents as needed.

EAL Co-ordinator

Louise Dowson
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This policy applies across the whole school including Boarding and EYFS and will be reviewed and updated regularly. Other policies that should be read in conjunction with the EAL Policy:

- Admissions;
- Anti-bullying;
- Assessment;
- Behaviour;
- Boarding;
- Curriculum;
- Monitoring & Tracking;
- Complaints Procedure;
- Accessibility;
- Equal Opportunities;
- Data Protection;
- Missing Children in Education;
- Safeguarding;
- Special Educational Needs and disabilities (SEND);
- EYFS