



Chesham Preparatory School

English as an Additional Language (EAL) Policy

Note: This policy applies to the Early Years Foundation Stage (EYFS) as well as to the whole school.

Policy Details

- Reviewed: September 2026
- Next Review Due: September 2027
- Person Responsible: The SENDCo / EAL Coordinator (Danielle BurrIDGE)

1. Introduction & Statutory Framework

Chesham Preparatory School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This policy is a formal statement of the aims, principles, and strategies for the teaching and learning of English as an Additional Language (EAL) at the school. Its implementation is the collective responsibility of all staff members.

This policy operates in strict compliance with the following statutory frameworks:

- The Education (Independent School Standards) Regulations 2014, ensuring that curriculum delivery enables all pupils to acquire high-level skills in speaking, listening, literacy, and numeracy.
- The Statutory Framework for the Early Years Foundation Stage (EYFS).
- The Equality Act 2010 and the Public Sector Equality Duty.
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2. What is EAL?

English as an Additional Language (EAL) includes both English as a second language and English as a foreign language. It encompasses pupils spending a short time in the UK, as well as those who have settled here permanently.

A pupil is identified as an EAL learner if they already speak at least one other language, or if they come from a home environment where a language other than English is primarily used. Because learning and communicating effectively in our society depends on competence in English, we identify and log all EAL pupils during the initial school registration process.

Key Distinction: EAL is Not a Special Educational Need (SEND)

In accordance with the UK SEND Code of Practice, a child must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. A clear operational distinction is maintained between language acquisition needs and cognitive learning needs. However, if an EAL pupil is identified as having an underlying learning difficulty, they will receive dual support from the learning support framework.

3. Aims and Principles

The overarching aims of our EAL provision are:

- To enable children to access the curriculum fully in order to develop the knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development.
- To promote the principles of fairness, equity and justice for all through our educational delivery.
- To meet the full, diverse range of linguistic needs of children learning English as an additional language, in strict alignment with the Equality Act 2010.

To achieve these aims, EAL students study a broad and balanced curriculum that provides opportunities to practise, consolidate and extend their techniques and strategies, while preparing them for future learning.

4. Strategies for Teaching & Learning Styles

Teachers take active, scaffolded steps to support children learning English as an additional language by:

- Ensuring that vocabulary work systematically covers the technical meanings of key terms across subjects, alongside everyday meanings, metaphors and idioms.
- Explaining explicitly how speaking and writing in English are structured for different purposes across the curriculum.
- Providing a rich range of reading materials that highlight the diverse ways in which English is used.

- Structuring effective classroom opportunities for peer-to-peer talk, using spoken language as a scaffold to support subsequent writing.
- Encouraging children to transfer their conceptual knowledge, skills, and understanding from their home language over to English.
- Building directly on children's language experiences at home and in the wider community, ensuring that their developing identities and languages support one another.
- Providing structured opportunities for children to engage in targeted speaking and listening activities with both peers and adults.
- Providing examples of a variety of writing styles in the children's home language alongside English, where possible and appropriate.

5. Modes of Working & Lesson Delivery

All EAL pupils are entitled to a broad, balanced and relevant curriculum, whatever their initial language proficiency. We fully integrate EAL pupils into mainstream lessons, as all children benefit from watching and listening to peers demonstrate and explain their methods.

We provide classroom learning opportunities matched directly to individual EAL profiles through robust teacher-led differentiation and scaffolding. Teachers provide individual targeted support to children with EAL before or after the main lesson blocks if necessary.

Additional Intervention Support

Beyond standard classroom scaffolding, the school provides targeted learning support to EAL children as deemed necessary by the EAL Coordinator. This support is reactive to the child's specific level of English competence and may include:

- Individual or small-group sessions.
- Specialised focus on spoken conversation, listening comprehension and building personal confidence.
- The utilisation of diverse literacy resources to build technical vocabulary and communication skills.
- Early morning discussion or conversation groups to ease transition transitions.

Our core aim is for the child to feel completely supported while they transition, while dynamically encouraging them to take a full, independent part in school life.

6. Role of the EAL Coordinator

The designated EAL Coordinator is Danielle Burridge. The key responsibilities of this role include:

- Informing, encouraging and supporting academic colleagues with targeted strategies.
- Maintaining pedagogical continuity and progress tracks between the Foundation Stage, Key Stage 1 and Key Stage 2.
- Monitoring the standard of EAL work, checking teacher planning and auditing the quality of classroom EAL delivery.
- Implementing targeted programmes for EAL learners to develop their English language competency for learning across the curriculum and full participation in the wider community.
- Keeping informed of current national developments in EAL pedagogy and disseminating information to the wider staff body.
- Attending relevant professional development courses and INSET sessions.

7. Assessment, Planning & Reporting

Assessment is an integral part of the teaching and learning process. We gather diagnostic and formative information through targeted observation, professional dialogue, work marking, and language tracking. Teachers use these assessments directly to plan subsequent curriculum steps.

The Standardised EAL Tracking Framework

To meet Independent School Standards, Chesham Preparatory School utilises The Bell Foundation EAL Assessment Framework for Schools. This evidence-based framework allows the EAL Coordinator and class teachers to baseline and monitor linguistic progression across four core communicative domains:

1. Listening
2. Speaking
3. Reading and Viewing
4. Writing

Where necessary, pupils are assessed termly and mapped onto the framework's five distinct proficiency bands: Band A (New to English), Band B (Early Acquisition), Band C (Developing Competence), Band D (Competent), and Band E (Fluent). This fine-grained tracking ensures that classroom differentiation and intervention strategies match the child's exact linguistic capability.

Through this assessment model we aim to:

- Offer all pupils the chance to show what they truly know, understand and can achieve.
- Help pupils understand what they can do and what they need to develop, by involving them in their own learning through targeted language goal setting.
- Enable teachers to adapt their lesson designs and effectively reflect the immediate needs of the children.
- Relate classroom outcomes to shared learning objectives to preserve high academic standards.

With all assessments of an EAL child, their cultural background and current linguistic exposure are carefully weighed to judge whether the format of a particular test or task is fair and appropriate for them at that time.

Reporting to parents is undertaken formally through written reports and parent consultation evenings. Regular progress updates are also given to parents of EAL children at scheduled informal review meetings.

8. Learning Resources

The school maintains and updates a bank of EAL support resources, including:

- Dual-language and multilingual books.
- Multilingual welcome signs and classroom posters.
- Inclusive displays celebrating linguistic diversity.
- Targeted interactive IT vocabulary and syntax programmes.
- Language acquisition, phonics and vocabulary games.

9. Linguistic Safety & Emergency Routines

The school implements the following health and safety adaptations for EAL pupils:

- Ensuring that all classroom equipment, apparatus and physical techniques are taught with explicit, visually supported safety instructions.
- Assisting children to fully comprehend personal health, hygiene and dietary requirements through visual prompts or translation apps where required.
- Emergency Comprehension: Ensuring that all EAL pupils—regardless of their level of English acquisition—fully understand the school's emergency routines, alarm sounds, assembly points and fire evacuation procedures.

10. Success Criteria for This Policy

The effectiveness of this policy is measured against the following outcomes:

- EAL pupils present as confident, happy and fully integrated members of the school community.
- Pupils achieve their full academic potential without language blocking their cognitive progress.
- Academic staff express confidence in identifying, tracking and supporting EAL needs.
- Parents of EAL children feel welcome, informed, and comfortable approaching the school.
- The physical school environment actively reflects and values the multicultural nature of our pupil population.