



English as an Additional Language (EAL) Policy

Aims

- To identify boys who have English as an Additional Language
- To monitor their progress
- To ensure that the teaching encourages all EAL pupils to progress academically and to intervene should this progress fall below expectations
- To ensure that EAL pupils are fully integrated in school life

This Policy applies to the whole school, including the EYFS.

Practice

The Department for Education offers the following definition for identifying pupils with English as an Additional Language:

‘those who have been “exposed to a language at home that is known or believed to be other than English”’ (Department for Education, 2019).

Upon registering, parents/carers are invited to notify the school if English is not regarded as their son’s only language. Following consultation with the Director of Studies or Head of Prep, the pupil will be placed on the EAL register (on iSAMs) by the Head of Learning Support. All Staff who will be teaching a pupil with EAL will be informed when he joins the school.

Profile and Assessment

It is important that pupils are provided with time to adjust to their new learning environment. During this time, staff will observe the pupil’s use of language using the Proficiency in English Scale (Appendix 1). This will vary according to the age of the pupil, but within a month of starting at Davenies is usually an optimum period.

If required, further assessment will take place, using the EAL Assessment Framework (produced by The Bell Foundation). This Framework provides an overview of a pupil’s proficiency in English, and enables teachers to plan for a pupil’s next steps. To support the pupil’s progression in English, teachers can access strategies and resources within this Framework. A review of the pupil’s progress will take place at least termly. The Head of Learning Support and the Director of Studies will monitor a pupil’s progress within this Framework, and evaluate if a pupil has made sufficient progress for access to the Framework to cease.

The Head of Pre-Prep/Head of English and Head of Learning Support will liaise as necessary. It is important to be clear about the purpose of assessment, distinguishing summative, formative and diagnostic aims. Pupils may be at different levels of attainment in speaking, listening, reading and writing than their peers.

Teaching and Learning

EAL teaching and learning takes place within mainstream lessons and within all subjects. It is primarily about teaching and learning language through the content of the whole curriculum.

At Davenies we endeavour to make effective personalised provision and reasonable adjustments for boys who have EAL to ensure that they learn and reach a good standard in English Language. In addition, the school aims to provide opportunities for these pupils to develop and use their home language in play and learning.

Work from across the curriculum should be taken into account when judging the overall level of achievement in speaking, listening, reading or writing. These profiles are particularly important in judging cognitive ability, which may be masked by limited competence in English.

Provision of support

The Head of Learning Support advises teachers as they support pupils with English as an Additional Language. Where additional specialist EAL support is deemed necessary which is considered beyond the resources of the Learning Support Department, parents will be asked to meet the financial costs associated with providing additional resources or external support. Parents will always be asked to agree such a course of action and to meet the costs prior to the additional resources being provided.

EAL or SEN

Having EAL does not mean that a pupil has Special Educational Needs. In line with the school's Learning Difficulties Policy, the Head of Learning Support will evaluate whether a pupil with EAL may also be presenting with Special Educational Needs. Indicators could include:

- Below average baseline assessment
- Little response to peer or teacher interactions
- Specific weakness in English language development, e.g. poor verbal comprehension, limited vocabulary and use of expression
- Poor listening and attention skills, and slower than expected rate of working
- Specific weakness in English literacy skills, e.g. reading, comprehension, or limited unaided writing
- Gap between CAT scores and reading ability
- Inability to acquire basic number concepts
- Pupil has difficulty in subjects which are less language dependent. However, it should be recognised that knowledge of vocabulary is necessary in all subjects
- Emotional and behavioural difficulties
- Parent expressing concern over pupil's school progress

Response to Concerns

- Teachers will liaise with and inform parents.
- Teachers will complete a 'Raising Concerns' form and submit this to the Head of Learning Support.
- The Head of Learning Support will implement a graduated response as set out in the SEN and Learning Difficulties Policy.

References

- <https://www.bell-foundation.org.uk/>
- <https://naldic.org.uk/>

Updated: September 2025 - Head of Learning Support, Inclusion and Pupil Outcomes

Review: September 2026 - Head of Learning Support, Inclusion and Pupil Outcomes

Proficiency in English Scale

