Aldenham Prep School

EAL Policy

Managed by:	Updated:	Review Date:
Mrs J Curtis	September 2025	September 2026

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Mrs S Galpin	

INFORMATION

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Introduction

At Aldenham Prep, to ensure the best possible progress for all our children, we are committed to offering them a broad and balanced curriculum. As teachers and parents working in partnership, we take steps towards making appropriate provision for the children in our care for whom English is an additional language.

At Aldenham Prep we ensure equality of opportunity and anti-discriminatory practices. We ensure that every child is included and not disadvantaged because of ethnicity, culture, religion, disabilities, gender or ability. We ensure that every child makes progress and that no child gets left behind.

This policy aligns with the Equality Act 2010, current Department for Education guidance on English as an Additional Language. It reflects our statutory duty to eliminate discrimination, advance equality of opportunity, and foster good relations between all members of the school community.

Policy Objectives

The general objectives of our EAL policy are as follows:

- to identify children with EAL and ensure that their needs are met;
- to ensure that children with EAL join in with all the activities of the school;
- to ensure that all learners make the best possible progress;
- to ensure parents are informed of their child's EAL provision and that there is effective communication between parents and the school; and,
- to ensure that learners express their views and are involved in the decisions that affect their education.
- to assess when needed pupils using the DfE's five-stage Proficiency in English scale on entry and at least annually, ensuring provision matches their language development needs.

At Aldenham Prep our values embrace inclusion. We aim to ensure that we promote the inclusion of all members of the school including children, parents, staff and governors. Our framework is based on suitable learning challenges, responding to each child's diverse learning needs and overcoming potential barriers to learning so that all stakeholders in all areas of school life can participate as fully as possible.

The School in Context

Aldenham Prep School, including the Early Years Foundation Stage (EYFS) has a relatively small number of children for whom English is an additional language. Some of these children are bilingual, having regular contact with more than one language for the purpose of daily living. Their competence may be in one or all of the four skills (listening, speaking, reading and writing) in either, or both languages, and is likely to be at varying levels.

English is the main language at Aldenham Prep, but it is recognised that children's first/community language will remain a crucial dimension for their social and cultural identity. In the EYFS, the Nursery Teacher and Early Years Practitioners (EYPs) take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Practitioners also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS; ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills,

practitioners must assess a child's skills in English. If a child does not have a strong grasp of the English language, practitioners explore the child's skills in the home language with the parents and/or carers, to establish whether there is cause for concern about language delay. In Key Stage 1, we continue to monitor children with EAL and provide provision to meet their needs.

The school community recognises that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that the children's achievements are linked to a welcoming environment in which they feel valued and confident. All children are encouraged to be fully involved in class and lesson activities, as this is the best way to develop fluency and accuracy in English, as well as helping children increase their vocabulary.

Identification and Assessment

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual child, Class Teachers will look carefully at all aspects of the child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from special educational needs.

All teachers are required to differentiate their planning and delivery to ensure that all children gain access to a broad and balanced curriculum. It is therefore the Class Teacher/Subject Teachers' responsibility to meet the child's needs through differentiation. All teachers are responsible for building strategies into planning to support the language development of children with EAL and must structure sessions appropriately. Teachers can use The *Proficiency in English Assessment* to inform their planning.

If a child is having difficulties in understanding and/or has a limited vocabulary, but otherwise has no apparent learning difficulties, then he/she will be recommended for in-class support and/or one-to-one EAL support. Learning an additional language may present challenges to curriculum access but must not be confused with learning difficulties.

Children in Years 3 to 6 are identified for one-to-one EAL support by the Head of Learning Support (LS) Jo Curtis with the support of Class Teachers. EAL children within the EYFS are supported within their setting through differentiated planning as appropriate.

Every child should be supported individually to make progress at his/her own pace and children who need extra support to fulfil their potential should receive special consideration.

At Aldenham Prep we focus on each child's individual learning, development and needs by:

- removing or helping overcome barriers for children where these already exist;
- being alert to the early signs of a need that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary; and
- stretching and challenging all children.

Monitoring Progress

A register, which is regularly monitored and updated, is kept of children with English as an additional language. The child's progress is monitored continuously through the normal school procedures of formative and summative assessments and evaluations (as laid out in the school's Assessment and Reporting Policy). In addition, one-to-one support can be carried out by the EAL teacher and is monitored by the Head of LS and Class Teacher. The records are kept within the Learning Support Department. Children with EAL and SEND are monitored

also by the HL support and thereby an important link between EAL and SEND is maintained. The EYFS ongoing assessment is an integral part of the learning and development progress. Assessments are recorded against Early Learning Goals as stated in the EYFS Statutory Framework 2021 and follow a three-step process. Should there be any cause for concern Early Year Practitioners will discuss these concerns with the Foundation Stage Lead. Action will be taken on an individual basis.

Partnership with Parents

Parents of children with EAL are encouraged to take an active role in the life of the school and to feel confident in approaching the school and asking for clarification if necessary. Parents are kept informed of their child's progress through parent consultations and reports. We operate an 'open door' policy. The Head of LS can always be contacted via the School Secretary or by using her direct school email.

At Aldenham Prep we value our partnership with parents as key educators in supporting their child's learning and development. Like parents, we aim to deliver individualised learning development and care that enhances the development of the children giving them the best possible start to life.

Acquiring an Additional Language

- Children can take up to two years to develop "basic interpersonal communication skills" (social language, playground/street survival language).

- It takes from three to seven years to acquire the full range of literacy skills and cognitive academic language proficiency needed to cope with the demands of the curriculum at Key Stage 2.

- A quiet or silent (receptive) period is natural when learning a new language and is not a sign of learning difficulties at the early stages. Children who are slower in producing spoken English initially are often focusing on listening and will suddenly display fluency and make rapid progress.

- The maintenance of age-appropriate home language supports the learning of an additional language. It is NOT a hindrance. Parents should be encouraged to share their own language and literacy skills when talking about their children's learning, discussing books read in English and contributing to homework assignments etc.

- Bilingualism can have a positive effect on intellectual performance and should be valued.

- Children's progress in taking on an additional language is affected by opportunities offered in the classroom, group dynamics, confidence and feeling secure enough to take risks.

- There are developmental factors common to both first and additional language acquisition.

- Children go through the same pattern of language development and are liable to make the same errors at the same stage.

- Language is best learnt when the focus is on first-hand, shared experiences.

- Given equal amounts of language input from adults and other children, children will take on more from their peers and this language will be more appropriate for them.

See Appendix for EAL Advice and Best Practice
Signed: J Curtis
Date: September 2025

Appendix 1 *EAL Advice and Best Practice*

Key Strategies for Inclusion in English

Cognitively Demanding Tasks

Research shows that cognitively undemanding work, such as copying, or repetition can seriously disadvantage bilingual pupils and deny full access to the curriculum. Involving all pupils in intellectually demanding work creates a genuine need for pupils to acquire appropriate language.

Clear Language Aims

Teachers should address the language needs of bilingual pupils through their everyday classroom teaching. In this way the curriculum requirements and language needs of bilingual pupils are met. Teachers need to reflect on the linguistic demands of lessons and make them less complex.

Comprehensive Input

A context rich environment makes teacher input comprehensible. Ways include breaking down the tasks, visuals, experiential activities and using bilingual skills.

Oral Work

Talk is essential to language acquisition. Teachers should aim for maximum exposure to English via a range of models: peers, teachers, other adults, texts and listening opportunities.

Active and Collaborative Learning

By working together pupils can share skills and support each other. It creates a language-rich environment, a real context for meaningful communication and positive social interaction.

Scaffolding for Writing

Bilingual pupils' writing may not reflect their understanding of a topic. Strategies that reduce writing output can help to focus on developing and assessing their understanding, provide model language structures and key vocabulary. Strategies including writing frames, cloze, grids, labelling, matching sequencing and text marking, etc.

Assessing Reading

Bilingual children can transfer home language literacy skills. Isolated words do not provide a context that assists reading unfamiliar vocabulary. Strategies include: first language texts, dual language books, paired/shared reading, artefacts and visuals, drama, familiar stories, repetitive texts and activities encouraging reading for information.

Supporting Children's Learning within the Primary Curriculum

- Valuing linguistic diversity
- Reflecting children's experiences and skills within the curriculum and classroom environment
- Providing first-hand experiences
- Promoting speaking and listening activities
- Supporting understanding visually
- Enabling children to revisit language
- Providing support for children's understanding of text and writing development, and scaffolding learning
- Promoting collaboration
- Use of names, common words and signs in home language
- Provision of bilingual books

EAL Policy

Document History

Date:	Pages:	Amendments:	Reason:	Name:
Oct 18		Update Planning examples		SG
September 2020	1	Teachers	Restructuring of Nursery	LE
January 2022	2	Assessment Proficiency in English	New assessment	LE
June 2024	2	EYFS guidance	Update	LE
August 2025	1	Updated paragraph in the introduction section	Update	JC
August 2025	1	Updated policy objectives section.	Update	JC