



## English as an Additional Language (EAL) Policy

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### 1. Definition:

This policy is concerned with bilingual learners who have a home language, defined as the first language of the home, other than English and who are in the process of learning English as an additional language (EAL) for educational purposes.

### 2. Rational:

THS is a multi-cultural school with pupils from many different linguistic backgrounds. We feel that we are hugely privileged in this and that having pupils from such a diverse range of cultures and communities within our school, enhances all our learning and enriches our knowledge and understanding of the world.

We are committed to making appropriate provision for the teaching and learning of pupils for whom English is an additional language. We endeavour to identify individual needs and work to ensure equality of access to the curriculum and our co-curricular programme.

All teachers at THS are teachers of English as well as their own subject areas. We share the responsibility for the language development of all our pupils including those who have been identified as EAL.

Having a home language other than English is not considered to be a learning difficulty, although the school recognises that a pupil who has EAL may also have Special Educational Needs or Disability (SEND). Lack of English is not the same as a lack of skill or understanding.

### **3. Admissions:**

EAL pupils are subject to the same admissions criteria as other applicants.

Parents are encouraged to identify their son's language needs on application and discuss their son's individual needs with the Head, Deputy Head Pastoral or Head of Learning Support.

### **4. Our Aims:**

We aim to raise the achievement of all our boys, including those who have English as an Additional Language and are committed to ensuring that pupils who have English as an Additional Language will:

- Learn to use English confidently and competently.
- Use English as a means of learning across the curriculum in line with their mono-linguistic peers.

#### **We will achieve this by:**

- Creating a safe and welcoming school for all
- Informing all staff when a pupil EAL arrives and placing the child on the EAL register.
- Recognising the importance of the role of the parents and their language needs.
- Valuing the home language and cultural differences
- Ensuring that tasks are well scaffolded and supported with concrete and visual materials, especially for those in the early stages of language learning.
- Active Adaptation of lesson by all staff.
- Activities which create links between new learning and what is already known.
- Ensure that staff are aware that, although pupils can become conversationally fluent within two years, it may take several years for them to become fluent writers and pick up on the same cues as their monolingual peers.
- EAL pupils learn well when working in collaborative groups with able and fluent English speakers.
- Collaborative group work to engage pupils in genuine communication and exploratory talk, and in order to assist them to internalise key concepts and

specialist terminology.

- Grouping children to ensure that EAL pupils hear good models of English.
- ICT activities that help communicate meaning, and that support the development of language and the learning of curriculum content at the same time.
- Activities that require genuine communication, argument, thinking aloud and talking things through.
- EAL pupils should be provided with vocabulary lists/subject specific glossaries.
- Care should be taken to avoid or explain culturally specific language and idioms when talking to classes.
- Staff will allow more time to process answers and repeat instructions with sensitivity.
- Pupils should be encouraged to use technological/computer aids or a bilingual dictionary.

In addition staff will:

- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- recognise that EAL pupils need more time to process answers.
- allow pupils to use their mother tongue to explore concepts.
- give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).

## **5. EYFS**

The publication Supporting Children Learning English as an additional language:

Guidance for practitioners in the Early Years Foundation Stage, October 2007 is used as guidance for EYFS pupils.

In the EYFS pupils learning English as an additional language are also supported

by:

- building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- the provision of a range of opportunities for children to engage in meaningful speaking and listening activities with native speakers.
- the provision of activities which build on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- the provision of a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.

- the provision of bilingual support, where possible, to extend vocabulary.
- the provision of opportunities for children to hear their home languages as well as English.

## **6. ICT**

ICT will be used, where appropriate, to enhance teaching and learning.

Pupils will use ICT to:

- find things out
- develop ideas and make things happen
- exchange and share information
- review, modify and evaluate work as it progresses.

Pupils will be given opportunities to apply and develop their ICT capability by using ICT tools to support their learning through a variety of ICT based tasks; such activities may include:

- the use of an interactive whiteboard to introduce or reinforce concepts
- the use of laptops to aid research and presentation of work
- the use of presentation software to improve pupils understanding and create a real-life audience for work
- the use of internet resources to develop and enhance both learning and teaching
- the use of communication devices to encourage speaking, listening and interaction.

Subject teachers will be responsible for sourcing appropriate resources to develop ICT links within their subject, the ICT coordinator will provide support and offer advice to support cross-curricular ICT.

## **7. Special Educational Needs and Disabilities (SEND)**

At Tower House we recognise that most EAL pupils need additional support but do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to the school's SEN provision.

## **8. Staff Development:**

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and coordinated.

## **9. Stages of English learning:**

We use the DfE's best fit coding system (see below), which encompasses proficiency in listening, speaking, reading and writing in English, provides effective snapshots for non-specialists. The scale describes aspects of bilingual children's development through English, which teachers might find helpful. It is important to remember that children may move into English in very individual ways, and that the experience for an older child will be different from that of a young child. The scales emphasise the social aspects of learning as well as the linguistic. Obviously, attitudes in the school to children and the languages they speak will influence their confidence in using English, as well as any other languages they may speak. Pupils, identified as EAL will be recorded on a register, kept on the staff Teams page and regularly updated by the school's Head of Learning Support We use the DfE's best fit coding system (see below), which encompasses proficiency in listening, speaking, reading and writing in English, provides effective snapshots for non-specialists.

## The Proficiency in English codes:

- **New to English [Code A]:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

### Strategies:

- Pupils must be included in lessons and activities as much as possible. A child new to English joins in activities with other children but may not speak.
  - Uses non-verbal gestures to indicate meaning-particularly needs, likes and dislikes.
  - Watches carefully what other children are doing, and often imitates them.
  - Listens carefully and often 'echoes' words and phrases of other children and adults.
  - Needs opportunities for listening to the sounds, rhythms and tunes of English through songs, rhymes, stories and conversations.
  - If young, the child may join in with repeating the refrain of a story.
  - Begins to label objects in the classroom and personal things.
  - Begins to put words together into phrases (e.g. no come here, where find it, no eating that).
  - May choose to move into English through story and reading, rather than speaking.
- **Early acquisition [Code B]:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
    - Becoming familiar with English and growing in confidence to use the English he is acquiring.
    - Growing ability to move between the languages and to hold conversations in English with peer groups.
    - Simple phrases may be combined or expanded to communicate new ideas.
    - Beginning to sort out small details (e.g. 'he' and 'she' distinction) by discreetly rephrase grammatical errors
    - Increasing control of the English tense system in particular contexts, such as storytelling and reporting events or activities that they have been involved in.
    - Able to understand more English than they can use.
    - Growing vocabulary for naming objects and events, beginning to describe things in more detail (e.g. colour, size, quantity) and use simple adverbs. (Provide word lists, summaries and abridged versions where possible)
    - Increasingly confident when participating in activities with other children through English.
    - Beginning to write simple accounts of their activities, with help.
    - Continuing to rely on the support of friends.
- **Developing competence [Code C]:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be

able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

- Highlighting areas of text that have difficult grammatical structures and deeper meanings.
  - Use a buddy with good language ability.
  - Make sure that plenty of visual material - charts, diagrams, semantic webs, glossaries, and vocab lists are always available.
  - Provide audio books for class readers.
  - Provide examples of what makes good.
- **Competent [Code D]:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
    - Keep an eye out for culturally specific language, stories, events and cultural references – not everyone will know what Christmas is.
    - Continue to develop awareness of inference and nuances.
    - Continue to provide examples of ‘good work’.
  - **Fluent [Code E]:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
    - Continue to keep an eye out for culturally specific language, stories, events and cultural references – not everyone will know what Christmas is.
    - Continue to develop awareness of inference and nuances.

***Tower House School is committed to safeguarding the welfare of children and expects all staff and volunteers to share this commitment***

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Approved and Signed by Chair of Governors

Name: Antony Phillips

Signature



Date: 27th February 2026

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