



St Andrew's School, Turi

**English as an Additional Language Policy
(Prep School)**

Compiled by:	Head of Learning Success
Approved by:	Deputy Head [Academic]
Date of review:	September 2025
Date of next review	September 2027

1. Policy

Policy statement

The School recognises its obligations to meet the needs of those pupils for whom English is an additional language (EAL). The School is committed to providing equal access for all pupils to the broad curriculum to which they are entitled within a supportive caring community, encouraging each pupil to achieve their personal best and develop into an independent individual. All pupils are encouraged to achieve the highest possible standards.

It sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils. Pupils learning English as an additional language have skills and knowledge about language similar to those of primary English speaking pupils. Their ability to participate in the full curriculum may be in advance of their communication skills in English. All pupils, for whom English is an additional language, will have access to the full curriculum and the full range of co-curricular activities on the same basis as all other pupils.

Scope

This policy applies to all pupils who don't speak English as their first language.

Definition

The term EAL is used when referring to pupils whose primary language at home is a language other than English.

Terminology

In this policy, '**School**' refers to the Preparatory School; '**Head**' refers Head of the Preparatory School; '**Staff**' refers to all those working for or on behalf of the School (including staff working on behalf of third party contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; and '**Parents**' includes one or both parents, and legal or education guardians. '**EAL**' means English as an Additional Language; '**Head of Learning Success**' refers to Special Education Needs and Disability Coordinator.

Regulatory framework

This policy meets the Independent School Inspectorate (ISI) standards in the ISI Handbook for the Inspection of Schools, The Regulatory Requirements.

Review

This policy will be subject to an annual review by the Deputy Head (Academic).

2. Roles and responsibilities

The Head

The Head ensures that:

- EAL applicants are subject to the same admissions procedures as other applicants.

- Parents and staff are aware of the School’s policy in relation to pupils with EAL.

Deputy Head (Academic)

The Deputy Head (Academic) (DHA) ensures that:

- Relevant information on EAL pupils reaches all staff
- Training in planning, teaching and assessing EAL learners is available to all staff
- Targets for EAL pupils are set and met
- All involved in teaching EAL learners liaise regularly
- The effectiveness of the teaching of EAL pupils is monitored and assessed regularly
- Progress is monitored and learning difficulties that may be masked by EAL identified

Admissions Registrar

The Admissions Registrar ensures that:

- New EAL pupils are identified during the admissions process and recorded on EdAdmin
- Languages spoken at home are identified and recorded
- If applicants have very limited English, their entry is deferred until they have had specialised English tuition
- Information on new EAL pupils is collated and distributed to the Deputy Head (Academic) and Special Education Needs and Disabilities Coordinator (SENDCo)

SENDCo and Gifted and Talented Coordinator

The SENDCo and Gifted and Talented Coordinator ensure that:

- An initial assessment of pupils’ standards of English is undertaken as necessary and determines what languages are spoken at home
- Guidance and support are given to set targets and plan appropriate work
- Provide an Individual Education Plan where appropriate
- Standards of teaching and learning of EAL pupils are supported
- The Deputy Head (Academic) and the Head are kept informed about the effectiveness of the above and the progress of pupils
- Learning difficulties that may be masked by EAL are identified and that they liaise with class/subject teachers
- They are knowledgeable about pupils’ abilities and needs in English and other subjects
- Knowledge is used effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.

3. Principles

There are five main principles on which this policy is based:

- Giving all EAL pupils the opportunity to overcome any barriers to learning and assessment
- Welcoming and valuing the cultural, linguistic and educational experiences that EAL pupils bring to the School

- Implementing school-wide strategies to ensure that EAL pupils are supported and able to take part in all activities
- Helping EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to fulfil their academic potential while respecting their skills in their home language
- Identifying and making maximum use of the opportunities for modelling fluent English

Teaching and learning principles

All EAL pupils will be integrated into the same classes as other pupils. Everyone in the School is therefore responsible for helping our EAL pupils become more fluent in English.

During lessons, teachers will:

- Show scaffolded work in their planning
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Have high expectations, expect pupils to contribute and give more than single word answers
- EAL pupils are set appropriate and challenging learning objectives, with their progress being monitored carefully
- Explain how speaking and writing English are structured for different purposes across a range of subjects
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another
- Build on pupils' experience of language at home and in the wider community, so that their developing uses of English and other languages support one another
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived pupils time to absorb English (there is a recognised 'silent period' when pupils understand more English than they use).
- Use groups to ensure that EAL pupils hear good models of English
- Use collaborative group activities
- Provide a range of reading books that highlight the different ways in which English is used
- Provide phonic software and audio books as appropriate and conduct phonic lessons for the EAL pupils
- Ensure that there are many opportunities for talking to both adults and peers
- Ensure that EAL pupils have access to a dictionary / thesaurus to support learning

4. Staffing

EAL pupils are referred to the SENDCo who organises a special programme for them, where necessary, in consultation with their teacher.

The cost of any additional specialist EAL tuition is shared between the School and parents. Pupils are usually withdrawn from non-examinable subjects for EAL, but sometimes it may be deemed more appropriate to withdraw them from French. The number of lessons offered a week varies for each individual, depending on need.