Eaton House Belgravia English as an Additional Language (EAL) Policy

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Introduction

Eaton House Belgravia recognises multilingualism as a significant educational advantage and celebrates it as a unique achievement. The school embraces linguistic and cultural diversity, viewing it as an enriching experience for the entire community, while also addressing the varied needs of pupils for whom English is an additional language. For this reason, children with an additional language are warmly welcomed and supported to thrive within our community.

At Eaton House Belgravia, we are committed to ensuring that every pupil reaches their full potential within a positive, supportive, safe and secure whole-school learning ethos. We aim to meet the specific language needs of our EAL learners through Quality First experiential teaching, enhanced by The Bell Foundation's strategies and materials.

Aims

- Provide a welcoming environment in which pupils will learn most effectively
- Provide an inclusive curriculum
- Plan and teach lessons using learning styles most appropriate to EAL learners
- Provide discrete support to pupils with EAL needs
- Monitor pupil progress closely
- Ensure pupils are able to access our curriculum and are making good progress
- Support pupils who are at risk of underachieving
- Promote and celebrate language awareness across the whole school

How is EAL Defined?

The Department for Education (DfE) definition is as follows: 'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English.' Once a pupil is identified as learning with EAL at Eaton House Belgravia, they will remain recorded as such throughout their educational journey with us, in line with DfE guidance, regardless of whether they receive discrete EAL support whilst in school

Identification

At the point of enrolment, the Eaton House Belgravia Admissions Department collects information on a child's language status, including whether they have English as an Additional Language (EAL).

To identify pupils requiring targeted support from Kindergarten to Year 3 external SAS assessment data (PTE and PIRA) is used to highlight EAL learners performing below our target average score of 110 (the National Average is 100).

In addition to SAS data, phonics assessment results are utilised, alongside the class teacher's ongoing formative assessments, to determine whether an EAL learner requires additional support.

In The Nursery, Key Workers monitor pupils with EAL, focusing on their progress in the Communication and Language area of the EYFS curriculum. Any concerns are flagged to the Head of Learning Enrichment (SENDCo) for further investigation.

Once a child is identified as an EAL learner, the class teacher is responsible for updating the whole-school EAL register. With support from the Learning Enrichment Department, pupils are banded using DfE guidance (see appendix). This ensures support is directed towards pupils who may struggle to access the curriculum or who are at risk of underachieving, in line with the school's aims.

Teaching and Learning

At Eaton House Belgravia, we are committed to creating an inclusive and supportive learning environment for all our EAL pupils. Our approach is guided by The Bell Foundation's EAL pedagogy, which is rooted in five key principles:

1. Multilingualism as an asset
2. High expectation with appropriate support
3. Integrated focus on content and language
4. Effective and holistic pupil assessment
5. Social inclusion

These principles are reflected in planning and teaching as follows:

- Recognising that language develops best when used in purposeful contexts across the curriculum.

- Encouraging collaborative work in small groups or pairs.
- Grouping learners with proficient English-speaking role models.
- Providing ample opportunities for kinaesthetic learning and role play.
- Facilitating discrete teaching of key enabling language.
- Offering additional visual supports.
- Creating a language-rich learning environment.
- Ensuring targeted support to foster inclusion.
- Valuing all contributions from pupils.
- Delivering and signposting ongoing CPD throughout the year.
- Promoting a collaborative approach between the Head of Learning Enrichment and the Deputy Head Academics.

In the Nursery and Kindergarten, EAL pupils are supported through play and learning opportunities designed to nurture their first language while developing their English. This is achieved through best practices, including daily greetings, repetitive songs, appropriate language usage, storytelling and role-play activities.

Monitoring and Assessment

At Eaton House Belgravia, we recognise the importance of high academic standards and understand that our parents are ambitious about their children's educational journey, including key exit points such as 7+ and 8+. Language acquisition is fundamental to a child's development and academic success and we are committed to tracking and supporting pupils with EAL using targeted strategies. This approach provides teachers with valuable information to share with parents throughout their child's time at Eaton House Belgravia.

Our small class sizes and high staff-to-pupil ratio allow us to identify and address needs swiftly. With the support of Teaching Assistants (TAs) and the Learning Enrichment Department, the Class Teacher, who is responsible for the assessment of all pupils, can provide timely and effective interventions. At the end of each term, the Class Teacher is tasked with updating the Whole School EAL Register to track the progress of pupils with EAL and identify any additional support required. Progression in English language skills is evaluated using the proficiency scales introduced by the DfE in 2016 (see Appendix 1).

EAL Proficiency Bands and Support

Band	English Proficiency	Support	Support Deployment
A	New to English/ Beginning	Preliminary and significant EAL provision	Specialist teaching (e.g., 1:1 lessons), Pathway to EHB (pre-enrolment support), Learning Enrichment Department, Specialist teachers (e.g., Helene Jones)
B	Early Acquisition/ Emerging	Significant additional EAL provision	Targeted support through EAL groups and booster groups, Learning Enrichment Department
C	Developing Competence/ Expanding	Relevant additional EAL provision	Classroom adjustments (e.g., visual aids, pre-teaching, differentiated homework), Class Teacher using best-practice EAL strategies (including The Bell Foundation resources)
D	Competent/Diversifying	Access to regular Learning Enrichment	No additional support, Class Teacher using best-practice EAL strategies (including The Bell Foundation resources)
E	Fluent	Access to regular Learning Enrichment	No additional support, Class Teacher using best-practice EAL strategies (including The Bell Foundation resources)

In the Nursery, the Head of Learning Enrichment (SENDCo) collaborates with Key Workers and Year Group Leaders to monitor and support pupils who do not demonstrate adequate progress despite Key Worker interventions throughout the year.

EAL and SEND

Eaton House Belgravia recognises the challenges of distinguishing between difficulties associated with learning English as an additional language and those that may indicate a specific learning difference, particularly in literacy. The school takes a holistic approach, relying on feedback from parents and teachers, qualitative observations, exam results and a range of standardised assessments for literacy and oral language skills to identify potential learning differences in EAL pupils. Where a specific learning difference or disability is suspected, the Head of Learning Enrichment (SENDCo) will collaborate with class teachers and parents to determine appropriate next steps. In such cases, the school's SEND policy is followed to ensure that all pupils receive the necessary support and resources to succeed.

A pupil's use of English as an additional language must not in itself be treated as a special educational need. Staff should also ensure that language barriers do not prevent a pupil from expressing a worry or safeguarding concern; appropriate communication support should be used where needed, while following the school's safeguarding procedures.

Links with Other Policies

- SEND Policy

Appendix 1:

DfE Proficiency Scales (2016)

Proficiency Level	Description
A - New to English	Beginning to develop skills in English. May use first language for learning and other purposes. May follow day-to-day social communication in English but have minimal or no literacy in English. Needs significant support to engage with curriculum learning.
B - Early Acquisition	Beginning to participate in learning activities with support. May copy peers, use simple sentences and require frequent repetition. Starting to develop basic vocabulary and understanding but needs substantial support to access the curriculum.
C - Developing Competence	Able to express themselves in English in familiar contexts. Speech may be more fluent but with limited range of expression and vocabulary. Can engage in learning activities with some support, but literacy skills may still lag behind those of monolingual peers.
D - Competent	Developing proficiency with growing independence. Can participate fully in learning activities and understand complex instructions. May still require occasional support with nuanced or technical vocabulary. Literacy and academic language skills are approaching age-related expectations.
E - Fluent	Can operate independently in English across all areas of the curriculum. Able to use language effectively in academic and social contexts, with little or no support required. Literacy skills are comparable to those of monolingual peers.