



English as an Additional Language (EAL) Policy

Policy Statement

St Edmund's School aims to enable pupils to develop their love of learning, academic potential, and individual talents in a caring community that fosters sensitivity, confidence, a sense of service, and enthusiasm for life.

In order to cope with the academic and social demands of the School, pupils must have sufficient English language proficiency to access the curriculum and participate fully in school life, with appropriate support where necessary. Children for whom English is not their first language will be assessed on arrival, and appropriate support will be provided if needed. A peripatetic English as an Additional Language teacher may be commissioned by the School to provide extra lessons, and the cost of this will be charged to parents.

The School recognises linguistic diversity as an asset and is committed to ensuring that pupils who use English as an additional language are not disadvantaged in accessing education, pastoral support, or wider school opportunities.

Compliance

This policy is written with reference to:

- **Equality Act 2010**
- **Independent School Standards Regulations (Part 1: Quality of Education)**
- **JCQ Guidelines for Access Arrangements**
- **Safeguarding and Child Protection Policy**

Policy Objectives

To set out the rationale and methodology for EAL support at St Edmund's School.

Policy Aims

1. Identify pupils with EAL requirements promptly.
2. Ensure appropriate support is provided to enable access to a broad and balanced curriculum.
3. Promote pupils' self-esteem and independence in learning.

4. Acknowledge the importance of parents' role in supporting their child's education.
5. Monitor progress through target setting and evaluation.

Definition of EAL

A pupil is considered to have English as an Additional Language (EAL) if English is not their first language and they are exposed to another language at home or within their community. EAL Learners may range from beginners to those who are fully proficient in spoken and written English.

Admissions and EAL

St Edmund's School welcomes pupils with EAL requirements, provided they can access our curriculum with limited support and the Academic Support Department can provide the specialist teaching required.

We do not have facilities for highly specialised or intensive tuition. Parents should discuss their child's needs before entrance exams and provide documentation from prior schools to support any request for extra time or use of a dictionary.

Assessment and Support

- **On Entry:** Each pupil with EAL will be assessed on entry using a combination of written and spoken English assessments, previous school reports and teacher observations. Where appropriate, proficiency may be benchmarked against the Common European Framework of Reference for Languages (CEFR).
- **Ongoing Monitoring:** Progress will be tracked termly by the Academic Support Department and shared with parents.

Curriculum Adjustments:

- EAL Learners will receive reasonable adjustments and targeted support to enable access to teaching and learning.
- In the Preparatory School, support focuses on developing English language proficiency and accessing the full curriculum.
- In the Senior School, support focuses on developing academic language required for GCSE, iGCSE.
- Subject teachers will utilise appropriate strategies such as pre-teaching vocabulary, visual supports, modelling and scaffolded resources.

Roles and Responsibilities

- **The Head of Academic Support Department (SENCO):** Oversees EAL provision, assessment, and progress tracking.
- **Subject Teachers:** Expected to differentiate and support EAL learners in their subject areas.

- **EAL Specialist:** Provides targeted lessons where required.
- **Training:** All staff receive guidance on supporting EAL pupils.

Safeguarding and Wellbeing

The School recognises that pupils who are new to English may be more vulnerable to misunderstanding safeguarding information. Reasonable steps will be taken to ensure that pupils understand key safeguarding, health and safety and pastoral procedures through appropriate communication methods and support.

Examinations and Access Arrangements

Access arrangements (e.g., extra time, dictionary use) will follow JCQ guidelines and be determined by the Academic Support Department.

Communication with Parents

Regular updates on progress and support plans will be provided. The School will consider requests for translated information or interpreter support where reasonably practicable.

Data Protection

All assessment data and reports will be stored securely in compliance with GDPR.

Monitoring and Review

- Reviewed annually by the Head of Academic Support.
- Updates communicated to staff and parents.
- Published on the School website and available in accessible formats if requested.

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