BUTE HOUSE
PREPARATORY SCHOOL

Policy for Pupils with English as an Additional Language (EAL)

Person responsible	**EAL Coordinator & Academic Assistant Head**
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Contents

1. Introduction and Aims
2. Scope and Responsibilities
3. Philosophy of Approach
4. Definition of Pupils who have EAL
5. Objectives for EAL at the School
6. The Role of the EAL Coordinator
7. Identification and Parental Links
8. EAL Support
9. Monitoring and Review

1. Introduction and Aims

The aim of this Policy is to set out the philosophical approach and practical provision for pupils at Bute House Preparatory School (the School) who have English as an Additional Language (EAL).

This Policy has been prepared to meet the School's responsibilities under the following: ISSR, EYFS, Education and Skills Act 2008, Children Act 1989, Childcare Act 2006, Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR); and the Equality Act 2010.

The following documents support the implementation of this Policy: Curriculum Policy, Teaching and Learning Policy, Learning Enrichment Policy, Early Years Foundation Stage Policy, Equality, Diversity and Inclusion Policy, and Subject Policies.

2. Scope and Responsibilities

This Policy applies to the EYFS (Reception Class), Key Stage 1 and Key Stage 2 at the School. The implementation of this Policy is the responsibility of the teachers within the School together with the EAL Coordinator and the specialist EAL teacher. The Deputy Head, along with the rest of the Senior Leadership Team, are responsible for overseeing the implementation of this Policy and for ensuring that the outcomes are monitored.

3. Philosophy of Approach

The School recognises that a diversity of languages brings a richness to life at the school. Linguistic and cultural diversity are valued by everyone. It is the aim of the whole school community to value the home languages spoken by pupils at the School. Pupils at the School are encouraged to become confident language users and to explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically

4. Definition of Pupils who have EAL

Pupils with English as an Additional Language are children who are exposed to a language at home that is known or believed to be other than English. Depending on each individual child and their context, EAL pupils may:

- Speak one or more languages other than English at home;
- Speak a language other than English as their main language at home; and/ or
- Have English spoken as a secondary language by one or both parents.

5. Objectives for EAL at the School

- To implement School-wide strategies to ensure that all pupils who have English as an additional language can access the curriculum and have the opportunity to learn and make progress.
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their potential.

- To ensure that all staff are aware of pupils with EAL and to understand they have a responsibility to ensure that they support the language development of these pupils.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To recognise that whilst learning English for EAL pupils may present a challenge, a pupil must not be regarded as having a learning difficulty solely because they are an EAL pupil.
- To take action – as referred to in the School's Learning Enrichment Policy - if the School has reason to suspect that a pupil with EAL may also have special educational needs or a learning difficulty.
- To foster and develop a supportive atmosphere for all pupils with particular recognition of some of the challenges faced by EAL pupils.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To promote a whole school culture of safety, equality and protection.
- To provide opportunities for pupils in EYFS to develop and use their home language in play and learning, in order to reach a good standard in the English language.

6. The Role of the EAL Coordinator

- To keep a register of pupils who have EAL. This register is generated using information gained from data forms submitted by parents upon enrolment and is updated annually.
- To work with the EAL specialist teacher and English teachers to establish an initial overall level of competence of all new pupils coming into School against the five-point scale of proficiency in English with reference to the Bell Foundation guidelines.
- To ensure that subsequent assessment is carried out by relevant teachers in order to monitor the progress of EAL pupils as they move through the School.
- To schedule small group support as needed, led by EAL specialist teacher(s), outside of lessons to target specific areas for further development.
- To update and make the data available to all staff by storing it centrally, so that they are aware of which pupils they teach have EAL and provide appropriately for them.
- To monitor the progression of pupils who have EAL through data stored centrally, feedback from Pupil Progress Meetings and in conjunction with the Head of Assessment.
- To provide all staff with advice and strategies for the support of EAL pupils inside the classroom.
- To maintain a library of resources for staff to use to support pupils who have EAL.
- To promote a multicultural understanding in School and ensure that opportunities are provided for pupils who have EAL to share their home languages in School, in learning and in play.

7. Identification and Parental Links

Parents are asked to inform the School of any additional languages spoken by their daughter on entry to school through the Registration Form and Pupil Data Collection Form. The Pupil Data Collection Form is updated annually by parents.

Criteria from the Registration Form, Data Collection Form, pupil interviews and teacher judgements are used by the EAL Coordinator to determine which pupils attend EAL groups. All EAL pupils receive targeted class support.

Parents of pupils who are new to the School or receiving EAL group provision for the first time are then informed by the EAL Coordinator that, based on the data available, their daughter has been referred to receive additional English provision in small group sessions led by EAL specialist staff.

Parents may request a meeting with these small group EAL teachers. Teachers of these small groups will inform the Form Teacher or English teacher of the pupils' progress in these sessions and they can also report on this aspect to parents at Parents' Evenings.

Where a pupil in the EAL whole school profile has not been offered additional lessons upon initial assessment, but subsequent performance suggests that additional support is required, she is referred to the EAL team to be included in the registers the following term.

All pupils with EAL are monitored closely by classroom teachers and they provide feedback on their progress at termly pupil progress meetings. From these discussions it is agreed whether additional support needs to be put in place, or a pupil needs to be removed or added to an EAL group.

All data for EAL pupils is managed in accordance with the School's Policies that apply to the retention and destruction of records. All personal data that parents submit is in accordance with data protection law.

8. EAL Support

Whilst the School recognises that the requirement for support in English will vary from pupil to pupil, the School believes it is essential for provision to be in place to support those who have EAL.

The School will:

- Sufficiently challenge and support pupils with EAL so they can reach their potential
- Offer a curriculum that is relevant and sensitive
- Ensure that support takes account of pupils at various stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills

- Make provision for pupils with EAL in class through teaching strategies, differentiation, curriculum planning and grouping. This is monitored by the EAL Coordinator and Deputy Head.
- Provide additional small group work opportunities or support during lessons through allocating members of staff to lead these groups.
- Ensure that the EAL specialist teacher co-ordinates with class teachers in order to teach high level, unusual, or subject specific vocabulary in advance of a lesson, so that pupils can access the content more easily.
- Ensure that the EAL Coordinator and EAL specialist teacher(s) regularly keep the groups up to date, discuss what each group is doing, and share good practice.
- Uphold the wellbeing of all pupils with EAL by referring any incidents to the Designated Safeguarding Lead and ensuring that any bullying of which the School becomes aware is dealt with in accordance with the Anti-Bullying Policy.
- Ensure that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles.
- Ensure that meaningful opportunities are provided for pupils in EYFS to develop and use their home language in play and learning and learn and reach a good standard in English language.

9. Monitoring and Review

This Policy will be reviewed by the EAL Coordinator and Deputy Head, who will monitor and evaluate its effectiveness and will report to the Head regularly. The Policy will also be subject to critical review by the Governing Body on an annual basis. The date of the next review is shown on the first page.