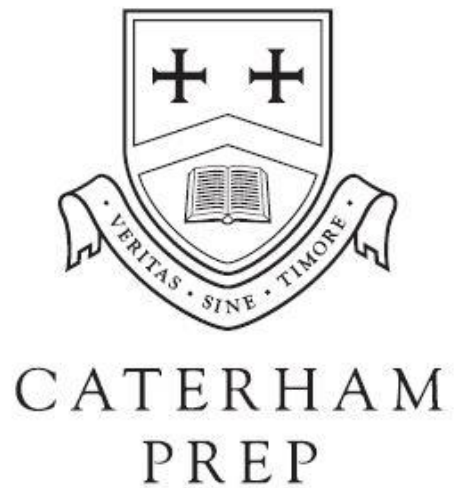




English as an Additional Language (EAL) Policy

Author	Ellie Farmer, Head of Learning Support (SENCO) and EAL Lead
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<i>This policy is reviewed annually</i>	

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1. Policy Statement and Aims

(Independent School Standards – Part 1 & Part 2)

This policy sets out Caterham Prep School's approach to supporting pupils for whom English is an Additional Language (EAL). It applies to pupils in Reception through to Year 6.

The school is committed to ensuring that pupils with EAL:

- Have equal access to the full curriculum
- Develop confidence and competence in spoken and written English
- Make sustained academic progress
- Feel valued and included within the school community

We recognise multilingualism and cultural diversity as strengths that enrich the school.

2. Definition of EAL

A pupil is considered to have English as an Additional Language (EAL) where they have been exposed to a language at home that is known or believed to be other than English. This is irrespective of their proficiency in English.

Pupils with EAL are a diverse group and may range from those who are new to English to those who are fluent in English but use or are exposed to another language at home.

Having EAL is not in itself a special educational need or disability.

3. Admissions and Assessment

We welcome applications from pupils with EAL and consider each pupil's individual language background and needs.

As part of the School's annual data collection, parents are asked to provide and update information about the language or languages spoken by their child and within the home. This includes, where relevant:

- languages spoken by the pupil and at home;
- the pupil's first or home language;
- relevant educational and literacy background; and
- country of origin and date of entry to the UK, where applicable.

This information is used to identify pupils for whom English is an Additional Language and informs the School's EAL Register, maintained by the Head of Learning Support/EAL Lead in collaboration with class teachers and senior leadership.

Teachers assess pupils' proficiency in English using their professional judgement, informed by their knowledge and observation of the pupil through everyday teaching and learning. No

separate EAL proficiency test is administered. Pupils are assessed against the School's A–E English proficiency scale:

- A – New to English
- B – Early Acquisition
- C – Developing Competence
- D – Competent
- E – Fluent

In making this judgement, teachers consider pupils' spoken English, comprehension, reading and writing, as appropriate to their age and stage. They may also draw on attainment and progress across the curriculum and relevant school assessment information.

Assessment is ongoing and teachers review pupils' English proficiency as appropriate. This informs teaching, adaptation and any additional support that may be required.

4. EAL and Curriculum Access

(Independent School Standards – Part 1)

Language development is the responsibility of all teachers.

Pupils with EAL are supported primarily within the classroom through high-quality, inclusive teaching, with appropriate adaptation and scaffolding. The classroom remains the main context for language development and curriculum access.

Teachers:

- Highlight and explicitly teach key vocabulary
- Model accurate spoken and written language
- Scaffold tasks through visual aids and sentence frames
- Encourage structured talk and oral rehearsal
- Maintain high expectations with appropriate support

Additional support is targeted, purposeful, linked wherever possible to classroom learning and regularly reviewed for impact.

5. EAL and SEND

A pupil will not be identified as having SEND solely because they have EAL. Where concerns persist despite appropriate support for language development, the school will consider whether there may be an underlying special educational need.

If a pupil is identified as having SEND, provision will follow the School's SEND Policy (Prep).

6. EAL in the Early Years Foundation Stage (EYFS)

In EYFS, children are supported to develop English while their home language is recognised and valued, in line with the EYFS statutory framework effective from September 2026.

Strategies include:

- providing opportunities for children to use their home language in play and learning
- providing rich opportunities for spoken English language development
- using visual supports and modelling
- valuing and celebrating linguistic and cultural diversity
- working closely with parents and carers

Children are provided with sufficient opportunities to learn and reach a good standard in English during the EYFS. When assessing communication, language and literacy, practitioners assess children's skills in English. Where a child does not have a strong grasp of English, practitioners work with parents and carers to explore the child's skills in their home language and consider whether there may be a language delay requiring further support.

Children are supported to develop strong foundations in communication and language to enable successful transition into Year 1.

7. Inclusion, Equality and Cultural Diversity

(Independent School Standards – Part 2; Equality Act 2010)

The school has due regard to the protected characteristics set out in the Equality Act 2010.

Pupils with EAL:

- Have full access to all aspects of school life
- Are supported socially and academically
- Are encouraged to share and celebrate their linguistic and cultural backgrounds

Multilingualism is viewed as an asset.

8. Home–School Partnership

We work closely with parents to support bilingual development.

Parents are encouraged to:

- Read in English and/or the home language
- Maintain and celebrate home language use
- Communicate regularly with teachers

The school recognises that maintaining a strong first language supports overall cognitive and academic development.

9. Monitoring and Evaluation

(Independent School Standards – Part 8)

Provision for pupils with EAL is monitored through:

- Review of pupil progress data
- Teacher feedback
- Head of Learning Support/EAL Lead oversight
- Parent consultation

The effectiveness of provision is reviewed annually by senior leadership.

10. Roles and Responsibilities

Class Teachers

- Deliver high-quality, inclusive teaching
- Monitor progress and adapt provision
- Assess and review pupils' English proficiency using the School's A–E proficiency scale, informed by professional judgement and observation

Head of Learning Support / EAL Lead

- Maintain oversight of pupils identified as having EAL
- Coordinate assessment and additional EAL support where required
- Advise staff on appropriate strategies and provision
- Monitor the progress of pupils receiving additional EAL support

Teaching Assistants

- Provide classroom support where appropriate

Senior Leadership Team

- Ensure policy implementation
- Monitor impact and compliance

All staff share responsibility for promoting language development and inclusion.