Kew Green Preparatory School

English as an Additional Language Policy (including EYFS)

1. Introduction

The EAL Policy is reviewed annually by the EAL Leader as part of Kew Green Preparatory School's monitoring and evaluation cycle.

PERSON RESPONSIBLE:	Emma Kelly, SENDCO
LAST REVIEWED:	September 2025
NEXT REVIEW:	September 2026

2. Aims

The aim of this policy is to help ensure that we meet the full range of needs of those pupils for whom English is an additional language (EAL). This is in line with the requirements of the Equality Act 2010.

3. Definition of 'EAL'

An EAL pupil is one whose first language is not English. This includes pupils who are fully bilingual as well as those at different stages of learning English. They may be:

- Pupils arriving from other countries and whose first language is not English.
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- Pupils who have been born in the UK, but for whom the home language is not English.

4. Admissions Policy

Kew Green Preparatory School is an Independent, non-selective, co-educational, preparatory school. EAL applicants are subject to the same admissions procedures as other applicants (refer to Admissions Policy). If appropriate, due to the high level of EAL support required, additional and specialist language lessons may be requested, at an additional cost, as part of the offer. All additional and specialist support will have clear aims, objectives and timeline, reviewed regularly by the SENDCo and school.

5. Identification

Pupils will be identified as EAL during the admissions process. Parents will be asked if:

1. English is spoken all of the time
2. English is spoken a majority of the time
3. Bilingual – both languages are spoken equally
4. Alternative language is spoken a majority of the time
5. Alternative language is spoken all of the time

Pupils who speak an alternative language some of the time or more, will be placed on the EAL register. Pupils may also be placed on the register at the request of their teacher, and in consultation with the EAL leader, when observations and assessments show that they are experiencing difficulties related to EAL.

The EAL register is colour coded to indicate the level of support required for the pupil. Grey indicates that the pupil does speak an additional language at home, but their English language acquisition is now at a level in-line with a native speaker. Whilst these pupils do not currently need any additional support from the class teacher or Progress Centre Team, they remain on the register so that their progress continues to be tracked and support can be provided later if needed. Light blue indicates that the pupil's needs can be met through differentiation and high-quality teaching strategies delivered by class teachers. Dark blue indicates that the pupil's needs are at a level whereby additional support, above that already provided by the class teacher, is needed. These pupils will receive support from the Progress Centre team.

If the pupil starts at KGPS in Reception, observations and baseline assessments will identify the level of the pupil's language. Where appropriate, specific provision may be put in place to support the pupil in their learning. If, at a later date, a teacher becomes concerned that a pupil may be experiencing difficulties related to EAL, they will liaise with their Head of Section and EAL Leader to discuss appropriate strategies. The class teacher will also liaise with the parents, involving them in the decision-making process, where appropriate. All relevant staff will be informed. The EAL Register is updated by the EAL leader and is accessible to all staff.

6. Key Principles for Additional Language Acquisition

- All teachers have a responsibility for teaching English as well as specific subject content.
- The language demands of learning tasks need to be identified and planned for.
- Language develops best when used in purposeful contexts, across the curriculum.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed and must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued and pupils should be encouraged to maintain their home language.
- Teaching and support staff play a crucial role in modelling the correct use of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- All languages, dialects, accents and cultures are valued, however we aim to teach standard English.
- Teachers should be aware that an EAL pupils' social language (normally acquired in around 2 years) may be much more advanced than their academic language which can take 7-10 years to reach the level of a native speaker.
- A clear distinction should be made between pupils with EAL and pupils with Special Educational Needs and Disabilities.

7. Teaching and Learning

- Class Planning is shared with support staff and where appropriate include differentiated activities and task matched to individual EAL pupils' needs.
- Lessons have clear learning objectives and appropriate support and resources ensure that all pupils are able to participate in lessons.
- Teachers review groupings and pairings regularly to ensure that EAL pupils have access to strong English language models. Teaching staff are also responsible for modelling correct English.

- Key language features for specific curriculum area or topic are identified and discussed to ensure understanding.
- Pupils have regular opportunities to be involved in speaking and listening tasks within lessons.
- Additional visual support such as posters and pictures may be provided to aid understanding.
- Additional verbal support may be provided such as repetition, modelling and partner work.
- Scaffolded questioning is used to encourage EAL pupils to answer questions verbally.
- Reasonable steps are made to provide pupils with the opportunities to use their home language within school to support their language development at home. For example, encouraging pupils with EAL in the Early Years to play in their home language.

8. Planning, Monitoring and Evaluation

- The class teachers and specialist teachers are aware of the EAL pupils they teach and plan appropriately.
- Observations of specific EAL pupils are carried out by the EAL leader. This may result in recommendations of additional strategies that could be used to support the EAL student in class.
- If there are concerns raised about the progress an EAL pupil is making in relation to their English language development (impacting on their progress in all subject areas), further observations and discussions with relevant teachers and parents will take place. This may lead to the Progress Centre, together with the relevant teachers, coordinating intervention lessons to support their English language development and thus their progress across the whole of the curriculum. If appropriate due to the level of language support required, specialist EAL language lessons will be required at an additional cost.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

9. Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils who need additional support do not have a special educational need (SEN) or disability.
- Should a SEN be identified, EAL pupils have equal access to the school's SEN provision, as outlined in the SEND policy
- If EAL pupils are identified as More Able, Gifted and Talented, they have equal access to the school provision, as outlined in the More Able, Gifted and Talented policy.

10. Parental/Community Involvement

We provide a welcoming admissions process for the induction of new pupils and their families/carers. We respect the linguistic, cultural and religious backgrounds of our parents/carers and help them understand how they can support their child at home, especially by continuing the development of their first language. When appropriate we will work closely with members of the wider community to support our EAL pupils.

11.Staff Development

Staff will be able to undertake professional development to ensure that provision for EAL pupils is appropriately delivered.

12.Concerns/Complaints/Further Advice

Any concerns regarding the EAL Policy or the provision made for pupils with EAL should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the EAL leader. If they are still not satisfied that their concerns are being addressed, they should make an appointment to see the relevant Head of Lower/Upper School and subsequently the Headteacher.