English as an Additional Language Policy

Holme Court School Dorset
September 2025

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1 Aims

1.1 This is the English as an additional language (**EAL**) policy of Holme Court Dorset School**.**

1.2 The aims of this policy are as follows:

1.2.1 to implement school-wide strategies to ensure that EAL pupils have the opportunity to learn and make progress;

1.2.2 to help EAL pupils to become confident and fluent in English in order to be able to fulfil their potential;

1.2.3 to equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;

1.2.4 to monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;

1.2.5 to maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

2 Scope and application

2.1 This policy applies to the whole School

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014 (as updated 2026);

3.1.2 Education and Skills Act 2008;

3.1.3 Childcare Act 2006;

3.1.4 Data Protection Act 2018 and General Data Protection Regulation (UK GDPR); last updated in March 2023); and

3.1.5 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014); and

3.2.2 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, 2014).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

3.3.1 policy on special educational needs and learning difficulties;

3.3.2 equal opportunities policy;

3.3.3 admissions policy.

4 Publication and availability

4.1 This policy is published on the School website.

4.2 This policy is available from the School office in hard copy on request. It can also be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to **English as an Additional Language** (**EAL**) are used when referring to:

(a) pupils whose main language at home is a language other than English; or

(b) pupils for whom English is not their mother-tongue and are competent (age-appropriate) at speaking at least one other language.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Keeping the policy up to date and compliant with the law and best practice	Headteacher	As required, and at least yearly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Headteacher	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Headteacher	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Headteacher	As required, and at least annually
Formal review	Proprietor	As required, and at least once every two years

7 Recognition

7.1 Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum and their individual learning needs. English is best learnt through the curriculum and EAL pupils should be encouraged to take a full and active part in all

learning opportunities. All staff receive training and ongoing professional development to ensure they are confident in supporting the language development and learning of EAL pupils.

7.2 EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

7.3 The school environment promotes language development through the rich use of language, digital learning and visual prompts across subjects and settings.

7.4 The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.

6.5 Bilingualism is viewed as a positive and life enriching asset.

8 Identification and Assessment

8.1 Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil.

8.2 In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form;
- Information from interviews with parents/guardians;
- Information from initial assessment papers; and/
- Information from the previous school.

8.3 Whenever possible, assessment is undertaken as a partnership between the class teacher, parents/guardians and pupil.

9 EAL Classification Codes

9.1 The Department for Education in the United Kingdom uses the following EAL classification codes. The school uses these as reference points.

9.2 All pupils at Holme Court Dorset School are identified as having Special Educational Needs e.g. this includes; Social Communication and/or Language Delay Cognitive Each individual pupils needs are considered when assessing an appropriate level of classification code for monitoring. The classification codes are used in conjunction with other assessment tools to track progress and can be individual to each pupil's special educational need. English as an additional language is not a special educational need.

	The pupil may: • Use first language for learning and other purposes. • Remain completely silent in the classroom. • Be copying/repeating some words or phrases. • Understand some everyday expressions in English but may have minimal or no literacy in English. **Needs a considerable amount of EAL support**
	The pupil may: • Follow day-to-day social communication in English and participate in learning activities with support. • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative/accounts with visual support. • Have developed some skills in reading and writing. • Have become familiar with some subject specific vocabulary. **Still needs a significant amount of EAL support to access curriculum**
	The pupil may: • Participate in learning activities with increasing independence. • Be able to express self orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English. • Literacy will require ongoing support, particularly for understanding text and writing. **Requires ongoing EAL support to access curriculum fully**

	• Oral English developing well, enabling successful engagement in activities across the curriculum. • Can read and understand a wide variety of texts. • Written English may lack complexity and contain occasional evidence of errors in structure. • Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. **Needs some/occasional EAL support to access complex curriculum material and tasks**
	• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. **Operates without EAL support across the curriculum.**

10 Strategies

10.1 Pupils with EAL will be assessed on their arrival to the School to identify the initial level of provision required. Assessment tools include Talk Boost assessments in conjunction with assessments relating to individual language development in relation to each pupils special needs as outlined in their EHCP.

10.2 The School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives and receive additional support through small group

interventions such as language groups, pre-teaching of key vocabulary through directed specific vocabulary teaching, pre-reading core texts.

10.3 Pupils who receive assistance with EAL will be fully integrated into School life and will be provided with appropriate support as required:

10.3.1 Within lessons, Teachers and HLTAs will work with pupils who have EAL. HLTAs may also work individually with a pupil who has EAL to support the pupil to access the whole-class teaching. TAs will be guided in this by the class teacher and the SENCO.

10.3.2 Class teachers will differentiate the work for pupils with EAL if needed, to ensure that they are able to access as much of the curriculum as possible. The School's SENCO advises teachers how best this can be done for pupils with EAL with regard to their individual competence and language skills and in conjunction with special educational needs a pupil may have.

10.3.3 The School will seek to provide support to pupils from others from the same language grouping, where possible.

10.4 The School will ensure that:

10.4.1 all involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff;

10.4.2 training in planning, teaching and assessing EAL pupils is available to staff;

10.4.3 the effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;

10.4.4 any bullying of which the School becomes aware will be dealt with in accordance with the School's anti-bullying policy.

10.5 All teaching staff can assist in the following ways:

10.5.1 be knowledgeable about pupils' abilities and needs in English and other subjects;

10.5.2 ensure the pupil's name is pronounced correctly and that he / she is included as much as possible;

10.5.3 use this knowledge effectively in curriculum planning, classroom teaching and grouping.

10.6 Any concerns about the well-being of a pupil with EAL should be referred to the Designated Safeguarding Lead.

11 Training

11.1 The School ensures 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.

11.2 The level and frequency of training depends on the role of the individual member of staff.

11.3 The School maintains written records of all staff training.

12 Risk assessment

12.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

12.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

12.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

12.4 The Head has day-to-day responsibility to carry out risk assessments under this policy. This may be delegated to another member of staff, providing they have been properly trained in, and tasked with, carrying out the particular assessment.

13 Record keeping

13.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

13.2 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

14 Version control

Date of adoption of this policy	June 2026
Date of last review of this policy	June 2026
Date for next review of this policy	June 2027
Policy owner (SMT)	Head
Policy owner (Proprietor)	ILG