English as an Additional Language (EAL) Policy

Holme Court Hampshire School

September 2026

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1 Aims

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

1.2 This statement details our vision to identify and meet the needs of those pupils at the School classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, pupils who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.

1.3 The School is committed to meeting the needs of pupils with English as an Additional Language. We welcome applications from pupils for whom English is not their first language or is not the principal language spoken at home. We welcome the diversity brought to our community by different cultures.

1.4 Whilst being clear that EAL is not an SEN (Special Educational Need) or a Learning Difficulty, the School acknowledges that pupils with EAL often have an additional need in terms of accessing the language used by staff and peers, and/or the curriculum which can lead to underachievement and isolation.

1.5 The aims of this policy are as follows:

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

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

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

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

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

1.5.6 to ensure that EAL pupils have full access to the curriculum (and other School opportunities)

1.5.7 to be proactive in removing any barriers that stand in the way of our EAL pupils fulfilling their potential

1.5.8 to provide our EAL pupils, particularly those who have newly arrived from overseas, with a safe, welcoming environment where they are accepted, valued and encouraged to participate

2 Scope and application

2.1 This policy applies to the whole School.

3 Context and key principles

3.1 There may be a variety of first languages, other than English, spoken by pupils in our School. Some children may have one parent with an additional language who may or may not use it whilst communicating with the child.

3.2 For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential/raising of economic prospects and being included in the daily life of the school community, and wider public society. We view the fulfilment of this amongst EAL pupils to be a part of our sense of mission.

3.3 EAL pupils may take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.

3.4 EAL pupils have a temporary additional need which is primarily language acquisition. This is separate and distinct from typical additional needs but with crossover points. EAL pupils are not automatically SEN and should not be labelled or treated in this way.

3.5 EAL pupils are not automatically lower ability and should not be treated as such.

3.6 EAL pupils will have potential strengths as well as additional needs.

3.7 There is a social-emotional and cultural dimension to catering for the needs of EAL pupils.

4 Regulatory framework

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

4.1.1 Education (Independent School Standards) Regulations 2014;

4.1.2 Education and Skills Act 2008;

4.1.3 Childcare Act 2006;

4.1.4 Equality Act 2010.

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

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

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

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

4.3.1 policy on special educational needs and learning difficulties;

4.3.2 equal opportunities policy;

4.3.3 admissions policy.

5 Publication and availability

5.1 This policy is published on the School website.

5.2 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.

6 Definitions and Terminology

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

6.1.1 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.

6.1.2 Within this, there is a more vulnerable group of pupils we term as 'International New Arrivals' (abbreviated as INA). This refers specifically to pupils who have entered the UK within the past two years.

6.1.3 There are also a number of terms that can be useful when describing the background of EAL pupils:

(a) first generation: meaning they were born in another country and have since resettled in the UK with their family.

(b) second or third generation: meaning they were born in the UK into a migrant or dual-heritage family.

(c) migrant worker: those who have moved for economic betterment.

(d) asylum seeker / refugee: those who have moved to escape famine, persecution, and other tragic events.

7 Responsibility statement and allocation of tasks

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

7.2 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	Head	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least termly

Task	Allocated to	When / frequency of review
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head	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	Head	As required, and at least annually
Formal review	Proprietor	As required, and at least once every two years

8 Strategies

8.1 Pupils with EAL will be assessed on their arrival to the School to identify the initial level of provision required.

8.2 Where pupils are assessed as needing separate EAL teaching by an EAL specialist, parents will be advised that this is the case. The School's EAL specialist will provide additional tuition in English until the pupil has integrated into the mainstream curriculum. The School reserves the right to charge for additional tuition.

8.3 There is no nationally agreed EAL assessment system, however, the School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives. The SENCO will have responsibility for ensuring that the class teachers are appropriately tailoring support and setting objectives. The statutory requirements for assessing pupils with EAL are the same as that for pupils with English as a first language. Teachers are expected to use the National Curriculum English attainment levels for the assessment of the English language development of pupils with EAL. However, the School may also use methods such as The Bell Foundation's EAL Assessment Framework https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/ to assess progress

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

8.4.1 Class teachers will differentiate the work for pupils with EAL, 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.

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

8.5 The SENCO will ensure that:

8.5.1 a register of EAL pupils is maintained;

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

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

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

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

8.6 All teaching staff can assist in the following ways:

8.6.1 Identifying and removing barriers that stand in the way of EAL pupils' achievement and inclusion; ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum;

8.6.2 Be knowledgeable about pupils' abilities and needs in English and other subjects;

8.6.3 ensure the pupil's name is pronounced correctly and that they are included as much as possible;

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

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

9 Approach to Teaching and Learning

9.1 Every teacher will encounter pupils who do not use English as their first language. To be successful, we will have to nurture language development, as well as teaching our subject

9.2 Every teacher will encounter pupils from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have to coach pupils in how to learn, as well as teaching our subject.

9.3 Every teacher will encounter pupils who having moved countries and are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups – as well as teaching our subject.

9.4 We recognise that many pupils will supplement their English language tuition at the School with tuition at language schools in the evenings, at weekends and during holidays. This practice is encouraged and will have obvious benefits.

10 Special educational needs and learning difficulties

10.1 If the School has reason to suspect that a pupil with EAL may also have special educational needs or a learning difficulty, the School will take action as referred to in its policy on special educational needs and learning difficulties.

10.2 A pupil will not be regarded as having a learning difficulty solely because the language or form of language in which he / she is or will be taught is different from a language or form of language which is or has been spoken at home.

11 Placement

11.1 We recognise that EAL pupils, who may be new to English and to the UK, need support and stability as they start school. However, we recognise that EAL pupils:

(a) Have a right to a full timetable, with equal access to the whole curriculum

(b) Are best placed in groups with fluent English speakers who will provide them with good models of language

(c) Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second

(d) Are not automatically placed with Learning Support / SEN pupils for reasons of LSA support or smaller groups

(e) Are not placed in teaching groups based on one standalone test / assessment.

(f) EAL pupils will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education. This should take precedence over educational issues.

12 Training

12.1 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.

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

12.3 The School maintains written records of all staff training.

13 Resources

13.1 A range of resources are required to support pupils' English language skills including key word lists, visual cues and a range of language and literacy interventions if and when needed.

14 Risk assessment

14.1 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.

14.2 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.

14.3 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.

14.4 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 been properly trained in, and tasked with, carrying out the particular assessment.

15 Record keeping

15.1 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.

15.2 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.

16 Version control

Date of adoption of this policy	September 2026
Date of last review of this policy	September 2026
Date for next review of this policy	September 2027
Policy owner (School)	Head