Date: January 2026
Review Date: January 2027
Responsibility: EAL Coordinator (Assistant SENDCo)

DAME ALLAN'S SCHOOLS
ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

The Schools welcome pupils with English as an additional language (EAL) and are committed to providing an inclusive environment that values and celebrates cultural diversity.

A number of pupils within the Schools speak English as an additional language. Levels of English proficiency may vary; however, the majority of pupils with EAL are advanced bilingual learners.

Where a pupil with EAL applies to join the Schools from overseas, the Schools may require the applicant to provide evidence of a formal qualification in English as a foreign language. This will typically be an IELTS qualification or an equivalent recognised qualification.

The Schools will consider each applicant on an individual basis, taking into account their age, educational background, level of English proficiency, and the requirements of the intended programme of study.

1. Aims and Objectives

Aims

The Schools aim to:

- Ensure that the needs of all pupils with English as an Additional Language (EAL) are identified and addressed in order to support their academic progress and social inclusion.
- Enable pupils with EAL to access a broad and balanced curriculum through adaptive teaching and appropriate differentiation, enabling them to reach their full potential.
- Provide appropriate support and additional resources, where necessary, to reduce barriers to learning.
- Develop and maintain a close and effective working partnership with parents and carers.
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Objectives

The Schools will:

- Identify the needs of pupils with EAL as early as possible. This will be achieved through the collection of relevant information from parents and carers prior to entry, together with appropriate reading and literacy assessments and ongoing communication between teaching staff and the Learning Support Department.
- Ensure that relevant staff are aware of pupils with EAL and any identified areas of need so that appropriate support and adaptations can be incorporated into lesson planning and classroom practice.
- Make appropriate provision for pupils with EAL, which will be monitored and regularly reviewed to ensure that individual needs are being addressed effectively.
- Monitor pupils' academic and linguistic progress and discuss progress with parents and carers, where appropriate, through the Schools' reporting and parent meeting processes.

2. Responsibility for the Coordination of EAL Provision

The Principal has overall responsibility for overseeing EAL provision across the Schools.

The Principal's responsibilities include:

- The overall management of the Schools, including the provision for pupils with EAL.
- Keeping the Governing Body informed about EAL provision and relevant developments within the Schools.

Senior School

Specific oversight of EAL provision within the Senior School is delegated to the Director of Teaching and Learning, who has line-management responsibility for the EAL Coordinator.

The day-to-day coordination of EAL provision is undertaken by the EAL Coordinator.

Junior School

Specific responsibility for EAL provision within the Junior School is delegated to the Head of the Junior School, who has line-management responsibility for the EAL Coordinator.

EAL provision is supported by relevant teaching staff, pastoral staff and, where appropriate, teaching assistants.

Other professionals involved in supporting pupils with EAL may include pastoral heads, class teachers, subject teachers and members of the Learning Support Department.

3. Assessment and Identification

Pupils with EAL are identified as part of the admissions process, as their first language or main language spoken at home is recorded on the application form.

All pupils new to the Senior School, including those with EAL, complete the GL Dyslexia Screener, which provides information relating to reading, spelling and phonological processing accuracy. The results of this assessment, alongside other relevant information, may be used to identify pupils who may require further assessment or additional support.

Where appropriate, pupils new to the Junior School may be assessed using the British Picture Vocabulary Scale (BPVS) and the Wechsler Individual Achievement Test (WIAT-II-T) to provide information about their language, vocabulary, literacy and understanding.

Assessment information will be considered alongside information provided by parents and carers, previous schools and teaching staff. Appropriate support will be provided where a need is identified.

Where a pupil with EAL applies to join the Schools from overseas, the Schools may require the candidate to provide evidence of a formal qualification in English as a foreign language, typically IELTS or an equivalent recognised qualification.

4. Provision

The Schools recognise that pupils with EAL have diverse linguistic, cultural and educational backgrounds. Provision will therefore be responsive to individual needs and reviewed as appropriate.

The main types of provision include:

- Pupils with EAL are fully included in mainstream classes and have access to high-quality universal teaching.
- The Schools will make reasonable and appropriate adaptations to teaching and learning, where necessary, to ensure that pupils with EAL can access the curriculum and participate fully in school life.
- The EAL Coordinator and relevant teaching staff will provide advice, recommendations and strategies to classroom teachers and Heads of Department to support pupils with EAL within the classroom.
- Where there are concerns regarding the academic progress or attainment of a pupil with EAL, the EAL Coordinator will be consulted, and appropriate support or further assessment will be considered.
- Additional individual or small-group EAL support may be provided where an identified need indicates that this would benefit the pupil.
- Access arrangements for public examinations will be considered and implemented in accordance with current Joint Council for Qualifications (JCQ) regulations.

5. Monitoring Progress

The academic and linguistic progress of pupils with EAL will be monitored through the Schools' existing assessment and reporting systems.

For pupils identified as requiring additional language support, the EAL Coordinator will monitor progress in English through relevant assessment information, progress reports and communication with teaching staff.

The progress of all pupils receiving EAL provision will be reviewed regularly to ensure that the support provided remains appropriate and effective.

Where concerns arise regarding a pupil's progress, the EAL Coordinator will liaise with relevant teaching and pastoral staff and, where appropriate, parents or carers.

6. Individual Records

The EAL Coordinator will maintain appropriate records for pupils receiving individual or additional EAL support.

Records will be maintained in accordance with the Schools' policies and procedures relating to confidentiality, data protection and the management of pupil information.

Records may include relevant assessment information, identified needs, support provided, progress and review information.

7. Working in Partnership with Parents and Carers

The Schools recognise the importance of working in partnership with parents and carers to support the academic progress, wellbeing and inclusion of pupils with EAL.

Parents and carers will be kept informed of their child's progress through the Schools' normal reporting procedures and parent meetings.

Pupils receiving individual EAL support will receive appropriate written feedback on their progress as part of their full school report.

Parents and carers will have opportunities to discuss their child's progress and any identified areas of need with relevant members of staff.

The Schools value the contribution of parents and carers and will seek relevant information about a pupil's linguistic, educational and cultural background to support effective provision.

8. Links to other documents, guidelines and policies

This document should be read in conjunction with the following School policies:

Special Educational Needs and Disabilities
Teaching and learning
Assessment
Behaviour
Child Protection and Safeguarding Policy

Anti-Bullying
Equal Opportunities
Gifted and Talented Pupils
Admissions
Accessibility

9. Complaints procedure

Any complaints from parents/carers will be dealt with in accordance with the Schools' Complaints Policy.