



TRURO
SCHOOL

PREP SCHOOL

English as an Additional Language (EAL) Policy

A copy of this policy is published in the following areas:

The school's website

Link in staff handbook

Staff shared area

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Rationale

Definition

The term EAL is used when referring to pupils whose main language at home is a language other than English. The Department for Education (DfE) records a pupil as using EAL if ‘they are exposed to a language at home that is known or believed to be other than English.’ (2019) The term parent is used to refer to parents/carers.

Aims

- To welcome, value and celebrate the cultural, linguistic and learning experiences that pupils with EAL bring to the school;
- To involve the whole school in ensuring that pupils with EAL are fully supported and are able to take part in activities;
- To give all pupils the opportunity to overcome any barriers to learning and assessment;
- To help pupils with EAL become confident and skilled in listening, speaking, reading and writing in English;
- To encourage and enable parental support in their child’s learning and to ensure that all families feel included within the school community;
- When necessary, provide relevant staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.

Provision and procedures

1. The school is committed to promoting and developing the self-esteem and confidence of pupils with EAL by:
 - Recognising and valuing each pupil’s mother tongue;
 - Identifying and celebrating individual strengths;
 - Creating a socially inclusive environment that values cultural differences.

2. The school will promote academic achievement by grouping pupils with EAL according to their cognitive level rather than their level of English language proficiency.
3. Pupils with EAL will, for the majority of the time, be fully integrated into mainstream classes. A range of approaches will be implemented to meet individual needs, including:
 - Differentiated planning and delivery by teachers;
 - High expectations with sufficient time allowed for pupils with EAL to process and respond;
 - A “silent period” for newly arrived children, allowing time to absorb the English language;
 - Modelling of English through small-group and collaborative activities;
 - A variety of teaching methods to ensure engagement;
 - Access to appropriate reading materials and phonic support;
 - One-to-one support from a specialist teacher where necessary;
 - Support for inclusion during less structured times, such as break and lunch, with encouragement from peers.
4. The school will ensure that pupils with EAL remain safe at all times, including when they may not fully understand verbal instructions, such as during fire drills or other emergency procedures.
5. Pupils with EAL may work with the whole class, in small groups, or individually with a teaching assistant or specialist teacher. Provision will remain flexible to ensure that each child’s individual needs are met appropriately.

Monitoring and Evaluating:

1. The pupil’s progress will be monitored through:
 - Individual assessments
 - Class assessments
 - Reading records
 - Classroom observationsInformal and regular meetings between parents, staff, and the Assistant Head (Academic) or SENDCo
2. Pupils may be at any stage of English language development:
 - From New to English to fully Fluent

- Proficiency will be monitored to ensure appropriate support is provided at each stage

Special Educational Needs and Able, Interested and/or Motivated (AIM) Pupils

- We recognise that most children with English as an Additional Language do not have Special Educational Needs. However, should SEN needs be identified, EAL children will have access to our school SEN provision.
- Where possible, an assessment will be carried out in the child's mother tongue.
- Likewise, if a child is identified as AIM they will have the same opportunities as other AIM pupils within the school.