

Farrowdale House
INDEPENDENT PREPARATORY SCHOOL

Proprietors:
Mrs S. Hall & Mrs Z. Campbell
Head Teacher:
Mrs Z Campbell BA Hons PGCE



Farrow Street
Shaw
Oldham
OL2 7AD
01706 844533
farrowdale@aol.com
www.farrowdale.co.uk

English as an Additional Language (EAL) Policy

1. Introduction

1.1

This policy sets out the school's approach to identifying and meeting the needs of pupils for whom English is an Additional Language (EAL). The school is committed to enabling all pupils to access a broad, balanced and ambitious curriculum and to supporting the development of English language proficiency in line with statutory and regulatory requirements.

1.2

This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS).

1.3

The school promotes an inclusive environment that values linguistic diversity. Bilingualism is regarded as an asset which contributes positively to pupils' learning and personal development.

2. Legal and Regulatory Framework

This policy has been prepared with regard to:

- Equality Act 2010
- Education (Independent School Standards) Regulations 2014, Part 1 (Quality of Education), Part 2 (Spiritual, Moral, Social and Cultural Development), and Part 3 (Welfare, Health and Safety)
- Statutory Framework for the EYFS (DfE)
- Keeping Children Safe in Education (KCSIE)
- SEND Code of Practice (2015)
- Teachers' Standards
- ISI Framework & Commentary on the Regulatory Requirements

The school recognises its duty not to discriminate on the grounds of race, ethnicity or language, and to ensure that language barriers do not prevent the safeguarding or wellbeing of any pupil.

3. Definition

3.1

The school follows the definition used by the Department for Education (DfE) and the Independent Schools Inspectorate (ISI).

A pupil is identified as having English as an Additional Language (EAL) if:

- they were exposed to a language other than English during early development, and
- they continue to be exposed to this language in the home or community.

3.2

This definition applies irrespective of a pupil's fluency in English. A pupil may be highly proficient or fully bilingual and still be classified as EAL if the above criteria are met.

3.3

EAL learners may include pupils who:

- have recently arrived from overseas;
- have attended English-medium schools abroad;
- were born abroad and entered the UK before starting school;
- were born in the UK but speak a language other than English at home.

3.4

EAL pupils may require differing levels of support depending on their stage of English language development, prior educational experience, and individual learning profile.

4. Principles and Aims

4.1

The school aims to ensure that all EAL pupils:

- have full access to the curriculum;
- are supported in developing the listening, speaking, reading and writing skills needed for successful learning;
- are integrated into the life of the school whilst maintaining pride in their home language and culture;
- are not treated as having Special Educational Needs (SEN) solely because of their EAL status.

4.2

The school recognises that English is best acquired through meaningful participation in the curriculum, supported by high-quality teaching and appropriate scaffolding.

4.3

The school ensures that language barriers do not impede the identification or reporting of safeguarding concerns (KCSIE).

5. Identification and Assessment

5.1

Identification begins at admission and continues throughout the pupil's time at school.

5.2

Information may be gathered from:

- the application form;
- parental interviews and discussion;
- previous school records;
- initial assessments and baseline testing;
- observation by teachers.

5.3

The school assesses pupils' proficiency in English using an internal English Proficiency Scale, with levels used to inform provision, monitor progress, and communicate with staff and parents.

5.4

Assessment is a shared responsibility between class teachers, the EAL Coordinator/SENCO, parents and the pupil.

5.5

Where pupils are in the EYFS, assessment of development will consider the child's understanding in their home language, as required by the EYFS framework.

6. English Proficiency Scale (Internal)

The school uses a five-stage scale:

- Stage 1 (New to English) – Beginning to use and understand simple English; requires substantial support.
- Stage 2 (Early Acquisition) – Can participate with support; beginning to use everyday English; needs significant scaffolding.
- Stage 3 (Developing Competence) – Increasing independence; can express ideas but may show structural inaccuracies; requires ongoing support.
- Stage 4 (Competent) – Can access the curriculum with minimal support, developing confidence in more abstract vocabulary and complex structures.
- Stage 5 (Fluent) – Proficient at a level comparable with native-speaking peers; requires no routine EAL support.

7. Provision

7.1

The school adopts an inclusive model in which class teachers are responsible for ensuring all pupils can participate meaningfully in lessons. EAL support is a whole-school responsibility.

7.2

Provision may include:

- differentiated teaching and learning strategies;
- targeted classroom support;
- vocabulary pre-teaching and visual scaffolds;
- small-group or individual interventions where appropriate;
- monitoring and short-term language targets for pupils at lower levels of proficiency.

7.3

Withdrawal from lessons may occur for focused language support where appropriate, but such sessions are time-limited and do not replace access to the mainstream curriculum.

7.4

In the EYFS, the school takes reasonable steps to support children in using and developing their home language, while also promoting early English language acquisition.

7.5

Where needed, the school will provide information for parents in a manner that is accessible and supportive, in line with the Equality Act 2010.

8. Roles and Responsibilities

Class Teachers

- Deliver inclusive teaching that meets the needs of EAL learners.
- Implement appropriate differentiation and scaffolding.
- Monitor progress and share concerns with the EAL Coordinator.
- Communicate regularly with parents.

EAL Coordinator (fulfilled by the SENCO)

- Maintain the central EAL register and proficiency levels.
- Coordinate assessment and provision for EAL pupils.
- Support teachers through guidance, resources and professional development.
- Ensure that EAL is distinguished from SEND and that referrals to SEND are made only when appropriate.

Leadership Team

- Ensure compliance with statutory and regulatory guidance.
- Provide resources and training to enable high-quality EAL provision.

9. EAL and SEN

9.1

EAL is not a Special Educational Need. Most EAL pupils will require language support rather than SEN intervention.

9.2

Where an EAL pupil is suspected of having SEN, the school follows its SEND Policy. Additional needs are identified through careful assessment over time.

10. Monitoring, Recording and Reporting

10.1

All EAL pupils are recorded on the central EAL register with their current proficiency stage.

10.2

Teachers monitor progress regularly and adjust provision accordingly.

10.3

Pupils at Stages 1–3 may receive an EAL Support Plan, reviewed termly.

10.4

Progress is communicated to parents at least termly, or more frequently where needed.

10.5

Evidence of progress is available for inspection and contributes to whole-school self-evaluation.

11. Safeguarding and Welfare

11.1

Language barriers must never prevent concerns from being recognised or reported. Staff remain vigilant to the needs of pupils who may have limited English.

11.2

Interpreters or translated materials will be used where necessary to support safeguarding communication with parents.

12. Promotion of Cultural Diversity

The school celebrates linguistic and cultural diversity through curriculum opportunities, displays, and assemblies, contributing to pupils' spiritual, moral, social and cultural development (SMSC).

13. Sources of Guidance

- NALDIC (National Association for Language Development in the Curriculum)
- DfE archived EAL guidance
- ISI Commentary on the Regulatory Requirements
- SEND Code of Practice (2015)

14. Review

This policy will be reviewed annually, or earlier if required by changes in legislation, statutory guidance or inspection requirements.

Reviewed: September 2025

Next review due: September 2026