



YORK HOUSE

English as an Additional Language (EAL) Policy

Reviewed September 2025

This policy applies to all sections of York House School, including EYFS

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York House School is an independent school for girls and boys aged 3-13 years. All pupils are entitled to and receive a broad, balanced education. It is the aim of the School to provide the best educational opportunities for the children, in order for them to become self-reliant, have a positive outlook and leave people and places better than they found them. Within the community of the school, the children are expected to work hard, to respect others and to co-operate in the smooth running of the community. The School seeks to educate the whole person through a broad and balanced curriculum, with a wide range of extra-curricular activities, so that each boy or girl can achieve his or her potential and develop the self-esteem which will enable a confident move to the next stage of education.

It is the belief of the school that every teacher is a teacher of every child, including those with English as an additional language (EAL). The term EAL (English as an Additional Language) is used to refer to students whose main language at home is not English. Some of our children have particular learning and assessment requirements, which are linked to their progress in English as an additional language. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims:

We aim to ensure that pupils who have English as an additional language will:

- Use English confidently and competently;
- Use English as a means of learning across the curriculum;
- Build on the knowledge that they already have of other languages and cultures.

Our aims will be achieved by:

- Providing a welcoming ethos in School and a safe classroom environment;
- Recognising the importance of the role of parents and the need to communicate with parents in their home language where appropriate and possible
- Providing appropriate cultural resources where possible and celebrating language and cultural differences
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition

- Differentiation in the planning of lessons

Staff being aware:

- that although most EAL pupils become conversationally fluent within two years, it may take several more years for them to become fluent writers
- that EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers
- Measuring/monitoring the acquisition of English as an additional language via observations in the classroom and through the assessment programme within the School
- Making staff aware of the pupil's EAL needs via discussions at staff meetings/ pupil progress meetings
- Providing additional learning support for EAL outside of normal lesson times where appropriate.

An EAL pupil is one whose first language is not English. This includes children who are fully bilingual as well as those who are still learning English.

This may include:

- o Pupils who have been born in the UK, but for whom the home language is not English.
- o Pupils who have lived in the UK for a long time and may appear to be fluent whilst speaking another language at home. These pupils may not be entirely fluent and may make grammatical errors or struggle with spelling and vocabulary.
- o Pupils arriving from other countries and whose first language is not English. Pupils for whom English is an additional language (EAL) have educational needs of a particular kind. Their progress depends on the School clarifying their needs and meeting them. All pupils with EAL are identified on entry to the school and a register is kept.

The Government defines EAL learners as:

‘A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is

not a measure of English language proficiency or a good proxy for recent immigration.’ (*DfE Schools, Pupils and their Characteristics July 2020*)

Provision

The pupil’s needs should be identified through the admissions process. Pupils are assessed and supported using the graduated approach where individual needs can be differentiated for and met through careful planning and the monitoring of progress.

The Learning Support department will ensure the correct assessment is completed with the child using the assessment criteria for ‘The Bell Foundation’.

Where possible and appropriate pupils with EAL are taught within the classroom setting with their peers, however pupils may also be withdrawn from lessons and provided individual guidance and support. This is undertaken by the Learning Support Department.

If necessary, additional support may be put in place depending on the individual need and where appropriate specialist advice may be sought to inform best practice.

Careful monitoring of each pupil’s progress in the acquisition of English language skills and subject knowledge and understanding will be necessary to confirm that no learning difficulties are present. The ability of pupils with EAL to take part in the curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.

Integration of EAL/New Arrival Pupils

- When a new pupil arrives in our school with little or no English the classroom environment can be a frightening place to be. Therefore to create an environment that feels safe, welcoming and stress free; when possible, the pupil will be placed in a class with other pupils who share the same home language.
- An in-class buddy system is set up by the class teacher ‘buddies are used to support the new pupil in their first language (when possible) in class, at break times and around school.

EYFS

The EYFS staff follow the approach above and in addition they help EAL children to reach a good standard in English language by:

- Building on children's experiences of language so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing class support, where possible, to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English. Providing opportunities for children to develop and use their home language in play and learning to support their language development at home.

Signed by:



Headmaster

Date: September 2025

Signed by



Chair of Governors

Date: September 2025

Please see Policy & Guidelines Review Matrix for next review date