



English as an Additional Language Policy

Academic Year 2025-2026

Aims and Principles

St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.

1. Introduction

1.1 At St Paul's Cathedral School we recognise that:

- in our diverse community some families may exclusively speak languages other than English in their homes or mainly speak another language, using English infrequently.
- some children who join SPCS will have been previously educated in a language other than English.

1.2 We recognise that there are significant advantages, both academic and cultural, to being bilingual or multilingual. This can provide some challenges in the early stages of language development.

1.3 We consider the multiple languages spoken by our pupils and their families an enriching feature of community life and actively celebrate language learning and its cultural benefits.

1.4 Having a home language other than English is not a learning difficulty; a child with English as an additional language (EAL) may also have Special educational needs (SEN).

2. Scope

2.1 This policy applies to all our pupils, including Boarders, and contains specific information relevant to our provision for EYFS pupils, in line with the EYFS Statutory Framework (2024 update).

2.2 This policy is concerned with bi-lingual or multi-lingual learners who have a home language (definition: the first language spoken at home) other than English, and who are in the process of learning to use English as an additional language for educational purposes.

2.3 This information is compiled during pupil registration with the school. Pupils identified as having English as an additional language (EAL) remain on the EAL register throughout their time at school.

3. Statement of Intent

3.1 At SPCS we aim to provide the necessary teaching and learning for speakers of English as an additional language, enabling them to:

- develop the essential language skills to access the School curriculum and
- communicate with staff and fellow pupils on a day-to-day basis.

3.2 The School aims to identify individual pupils' needs and recognises the skills and cultural richness they bring to school.

3.3 All teachers participate in the teaching of EAL students and thus share a responsibility for language development of these pupils. They are supported in this by the EAL coordinator who in turn reports to the Deputy Head Academic.

3.4 EAL is not classified as an inherent reason for a pupil to require Learning Support. However, it is noted that EAL and SEND may coincide for a pupil and this will need careful monitoring by SENCO and EAL Coordinator.

4. Admissions

4.1 The school encourages parents to inform us when a pupil with English as an Additional Language is applying to the school so that appropriate care can be taken to ensure that the principles of our admissions process are fairly applied (please see the Admissions Policy).

4.2 The language of instruction at the School is English; where a prospective pupil is learning English as an Additional Language and has not been learning in an English language instruction programme, the SENCO or Deputy Head Academic will assess the pupil's capacity to access the curriculum in English as part of the assessment process.

5. Aims

5.1 We aim to ensure that pupils who have EAL will use English confidently in their learning across the curriculum and in day to day connection and communication with peers and teachers.

In order to achieve this we:

- actively promote a culture of celebration around language-learning through assemblies and special events
- differentiate our teaching to accommodate the needs of EAL learners
- provide a welcoming atmosphere in school and a safe classroom environment for EAL learners
- listen to our pupil's wishes, needs, concerns and priorities for EAL acquisition and improvement
- work in partnership with our parents to understand pupil needs and support optimal wellbeing and progress for EAL pupils

6. Responsibilities

6.1 The Head has responsibility for all aspects of pupil learning and pastoral care and for establishing a culture in the school in which the diversity, including in languages spoken, of our community is celebrated. Day to day management of the needs and experience of EAL pupils is delegated to the Deputy Head Academic, supported by the EAL Coordinator.

6.2 The Deputy Head Academic is responsible for:

- ensuring that the needs of pupils with EAL are appropriately recognised and understood at the point of admission, liaising with the Registrar
- liaising with the EAL Co-ordinator to agree how these needs will be met, taking into account the wishes of the child and parent where possible
- providing funding for resources and training of staff where applicable
- allocating teaching assistant support to pupils if and when necessary
- recruiting language tutors to support pupils in the classroom at an additional cost to parents if and when necessary
- ensuring that agreed adjustments and approaches for individual children are put into practice (e.g. through lesson observation and on learning walks)
- annual review of this policy

6.3 The EAL Coordinator is responsible for:

- maintaining and updating the EAL Register, to record those pupils who have EAL (listed under 'tracking') and, as a separate category, those pupils with EAL who require additional support (listed under 'provision')
- assessing, in conjunction with the Deputy Head Academic, any specific needs of EAL registered pupils
- ensuring that this information is appropriately disseminated to staff to support planning and differentiation
- informing parents on pupil entry to the school about provision and approach

- liaising with parents regarding any queries about provision and approach, keeping the form teacher informed

6.4 Form teachers are responsible for:

- Supporting the EAL Coordinator in monitoring progress
- Liaising with parents regarding progress and any changes to provision
- Providing pastoral support, in liaison with the Deputy Head (also DSL), specific to the needs of the child

6.5 Subject teachers are responsible for:

- Differentiation in the planning of lessons, with support from the EAL Coordinator.
- Using a range of teaching techniques specific to the needs of the learner and agreed with the EAL Coordinator which may include:
 - Ensuring that teaching is well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
 - Supporting the learning of new subject-specific vocabulary, for example by producing vocabulary lists and pre-teaching where necessary
 - Recognising that reinforcement may be necessary to ensure EAL pupils have understood task instructions or expectations and providing one-to-one check-ins as appropriate
 - Labelling resources in classrooms using words and where possible pictures or photographs
 - Valuing the first language by providing a range of notices, posters, labels and dual language texts in the first language where appropriate
 - Providing appropriate cultural resources where possible and celebrating language and cultural differences

7. English as Additional Language Register

7.1 The majority of our pupils with EAL are fluent and fully confident in their use of English and do not require additional support to access the curriculum or to make social connections. These pupils are listed on the EAL register for awareness and tracking purposes only.

7.2 Those children who do need additional support to access the curriculum are separately noted on the register, which will display the child's specific area of need, what intervention is being carried out to support them, how frequent the support is and who is carrying out the support. Staff will have access to this register, staff will also be able to liaise with the EAL coordinator to add children who are not on the register or if a child presents a need to be added to the register and supported further. The EAL co-ordinator works with staff to identify resources to help support differentiation.

8. English as an Additional Language Support Plan

8.1 Children with EAL who have been identified as requiring support to access the curriculum, will be given an EAL Support Plan. This will note any particular strategies used and be designed to help them continue to develop their English skills.

8.2 In order to determine what needs the pupil may present, an initial assessment will need to be carried out using the Bell Foundation Primary Assessment tools which provide baseline data in listening, speaking, reading and writing across 5 bands from 'new to English' to 'fluent', broken down into ten sub-categories, further distinguishing existing levels of ability in English. Approaches and strategies will then be identified, using the Bell Foundation resource *Classroom guidance and strategies to support EAL learners (Primary version)* for reference. The Support Plan will be adjusted to take into account function in the classroom (which may match or differ from the assessed level of ability).

8.3 The Support Plan highlights priorities and areas of need for language development and tracks the child's progress across the core subjects (English, Mathematics and Science) towards three targets individual to the child, to be monitored half-termly.

8.4 Targets may focus on e.g. forming basic sentences correctly, understanding and following classroom instructions, or using and applying subject-specific vocabulary, as guided and supported by the Initial Assessment.

8.5 Parents and the pupil will be consulted regarding the targets identified in the Support Plan to ensure that any personal priorities are included. (Where this cannot be done in advance, this will be included at the first review stage.) The Support Plan will be written by the Form Teacher with support from the EAL Co-ordinator and will be shared with parents and where appropriate the pupil.

8.6 Support Plans will be accessible to all staff working with the pupil to allow appropriate planning and differentiation. The Plan should be updated by the Form Teacher, in liaison with the EAL Coordinator, at the end of each half-term so that progress can be checked against existing targets and new ones may be put into place, following teacher feedback and reassessment.

8.7 Reassessment will usually take place at least annually and more frequently if necessary. Pupils with EAL may be moved between the 'provision' and 'tracking' categories on the Register. Parents will be advised of any change in provision by form teachers.

9. EYFS-specific provision

9.1 Opportunities for children to develop and use their home language in play and learning: The EYFS statutory framework 2023 (January 2024 update) states (1.14) that *For children whose home language is not English, providers may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.*

At SPCS, in collaboration with parents, we fulfil this by arranging opportunities during tutor time for children to meet who have the same language and provide resources appropriate to each individual dependent on their age and language to use at home.

9.2 Ensuring readiness for Key Stage 1: At SPCS EYFS teachers work closely with the EAL Coordinator to ensure that EAL pupils are ready to benefit from the opportunities

available to them when they go into Year 1. EYFS teachers assess communication, language and literacy skills in English. If a child does not have a strong grasp of English language, in accordance with the EYFS framework, the teachers will explore the child's skills in the home language with parents to establish whether there is cause for concern about language delay, referring any concerns to the SENCO who will follow this up as a potential SEND issue.