



Bowdon
Preparatory School

Believe • Persevere • Succeed

EAL Policy

*This policy is applicable to all Governors, Staff, Associates, Volunteers / All Pupils inc early years
Prep Pupils / Lower School Pupils / Parents/Guardians*

Statement of Intention

We are committed to fostering an environment that promotes **our vision** 'To continue to be recognised as a leading Prep school, providing unforgettable learning experiences which inspire our pupils to **Believe** in themselves, to **Persevere** and **Succeed** in all they do'.

Our policies are designed to support the diverse needs of all our pupils, our staff, and our community. This policy and its procedures have been developed with due regard for our duties and obligations, for the safeguarding and wellbeing of all our pupils.

Principles of the policy

The school is committed to ensuring that all pupils, regardless of their linguistic background, have equitable access to a high-quality education. We recognise that pupils who speak English as an Additional Language (EAL) may require targeted support to fully engage with the curriculum and achieve their potential. In line with the Department for Education's guidance and statutory obligations under the Equality Act 2010, our approach is inclusive, responsive, and rooted in best practice. Text

Objectives of the policy

The primary objective of the EAL policy is to ensure that pupils who speak English as an additional language are fully supported in accessing the curriculum, developing their English language proficiency, and achieving their academic potential. The policy aims to promote inclusive practices, celebrate linguistic and cultural diversity, and provide tailored support that meets individual learning needs. It also seeks to equip staff with the necessary skills and resources to deliver effective teaching strategies, foster strong partnerships with families, and uphold the principles of equality and inclusion throughout the school community

Contents

Text

Introduction

We value the cultural and linguistic diversity that EAL pupils bring to our school community and promote the use of home languages as a foundation for learning. Our provision is guided by the principle that language development is integral to academic success, and we are committed to creating a language-rich environment where EAL learners can thrive socially, emotionally, and academically.

The Department for Education (DfE), an EAL learner is defined as:



Bowdon
Preparatory School

A pupil whose first language is not English.

This includes any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (including English), a language other than English should be recorded, regardless of the child’s proficiency in English.

This definition covers:

- Pupils newly arrived from abroad whose first language is not English.
- Pupils born in the UK who speak a language other than English at home.
- Pupils who appear fluent but still use another language regularly at home or in their community.

Inclusion and Equity

To support pupils with English as an Additional Language (EAL), the school may assign a Buddy Interpreter—a peer who shares the same home language or is confident in supporting communication and integration.

Buddy Interpreters can play a valuable role in helping new pupils settle into school life by:

- Welcoming and guiding non-English speaking visitors around the school.
- Supporting new pupils during their first few weeks, helping them understand daily routines and expectations.
- Accompanying new pupils during break and lunchtimes, introducing them to peers and assisting with social interactions.
- Helping pupils become familiar with clubs and lunchtime activities, encouraging participation and inclusion.
- Assisting with communication, including helping pupils express what they have written or wish to say.
- Welcoming parents at school events, such as parents’ evenings, and helping bridge communication where needed.

This peer-led approach fosters inclusion, builds confidence, and strengthens the sense of community within the school.

Access to Curriculum

The School uses the DfE 5-Point English Proficiency Scale for EAL Learners

A - New to English	<p>May use their first language for learning. May remain silent in class, copy or repeat words.</p> <p>Understands some everyday expressions but has minimal or no literacy in English. Needs significant EAL support.</p>
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Bowdon
Preparatory School

B - Early Acquisition	Beginning to use spoken English socially. Can follow simple instructions and narratives with visual support. Developing basic reading and writing skills. Still needs substantial support.
C - Developing Competence	Participates more independently in learning. Can express themselves orally but with grammatical errors. Literacy improving but still needs support with complex texts and writing.
D - Competent	Oral English allows successful engagement. Can read and understand a wide range of texts. Written English may lack complexity and accuracy. Needs occasional support for abstract or nuanced language.
E - Fluent	Operates across the curriculum without EAL support. English proficiency is comparable to a native speaker.

Upon entry to the school, comprehensive information is gathered about each pupil, including:

- Linguistic background and competence in other languages
- Previous educational experiences
- Family and biographical background

Pupils applying to join us in Years 2 to 6, are invited to attend a taster/assessment day. EAL pupils may be supported by a teacher or teaching assistant during this visit, particularly while completing tasks in numeracy and literacy. This support may include:

- One-to-one guidance through tasks
- Focused assessment using the EAL Assessment Framework
- Observation of language use and comprehension

If a pupil demonstrates limited understanding of English, online screening tools (e.g. Flash Academy assessments) may be used to evaluate their language proficiency and learning needs. In some cases, admission may be offered on the condition that parents arrange additional tutoring to help the pupil acquire sufficient English to access the curriculum, with support from the class teacher.

All EAL pupils requiring support are placed on the EAL register, which is shared with all staff to ensure consistent support across the school.

Lower School



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Preparatory School

In-class support is provided by a teaching assistant working in partnership with the class teacher. This support is tailored to the pupil's needs and may be delivered during specific lessons.

Prep School

Pupils may receive additional support in small groups. We may also recommend that pupils undertake supplementary EAL lessons outside of school for a limited period.

We promote an inclusive environment by using multilingual signage and displays throughout the school, reflecting the diverse languages spoken by our pupils and staff.

Foundation Stage Provision

In the Foundation Stage, we support children learning English as an additional language by:

- Building on their home and community language experiences to strengthen both English and their first language.
- Providing varied opportunities for speaking and listening in English with peers and adults.
- Offering bilingual support to extend vocabulary and comprehension.
- Creating opportunities for children to hear and use their home language alongside English.

Assessment

EAL pupils will be held to high academic expectations, with appropriate support to help them achieve. The identification and assessment of EAL learners is carried out with the aim of providing the most appropriate and effective support for each pupil. This process helps determine the pupil's current level of English proficiency and informs the provision required to enable full access to the curriculum.

To assess the nature and extent of a pupil's grasp of English, the following sources of information may be used:

- Details provided on the application form.
- Insights gained from interviews with parents or guardians.
- Results from initial assessment papers in literacy and numeracy.
- Information shared by the pupil's previous school.

Wherever possible, assessment is conducted collaboratively, involving the class teacher, Phase Leader, parents, and the pupil. This partnership approach ensures a holistic understanding of the pupil's needs and supports a smooth transition into the school environment.

Special Educational Needs and EAL

Speaking English as an Additional Language (EAL) is not a Special Educational Need (SEN), but learners with EAL may themselves have additional educational needs, just like learners who use English as their First Language.



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Preparatory School

Staff Responsibilities

The EAL lead at BPS is Mrs C Delf

Phase Leaders key responsibilities:

- Raising awareness of the school's EAL policy among staff and parents to promote understanding and consistency.
- Collaborating with teachers, parents, and pupils to develop and review Individual Language Plans (ILPs) tailored to each learner's needs.
- Providing guidance and support to help set appropriate language development targets and plan differentiated learning activities.
- Monitoring the quality of teaching and learning for EAL pupils to ensure high standards and inclusive practice.
- Facilitating regular communication among all staff involved in teaching EAL learners to ensure continuity and shared strategies.
- Ensuring relevant pupil information is disseminated to all staff to support planning and classroom practice.
- Evaluating the effectiveness of EAL teaching strategies and interventions through observation, assessment, and feedback.
- Overseeing initial assessments of pupils' English proficiency to inform placement, support, and curriculum access.

Teachers key responsibilities :

- Ensure vocabulary teaching includes both technical and everyday meanings, as well as metaphors and idioms.
- Display key vocabulary prominently in the classroom.
- Provide additional visual support, such as posters, pictures, photographs, real objects, demonstrations, and gestures.
- Offer verbal support through repetition, modelling, and peer interaction.
- Use collaborative activities that promote purposeful talk and active participation.
- Scaffold language and learning using tools such as talk frames and writing frames.
- Explain how spoken and written English is structured for different purposes across subjects.
- Provide a variety of reading materials that demonstrate different uses of English.
- Create opportunities for talk that supports writing, including structured discussion and oral rehearsal.
- Encourage pupils to transfer knowledge and skills between their home language and English.
- Build on pupils' experiences of language at home and in the community to support bilingual development.
- Use drama techniques and role play to enhance speaking and listening opportunities.
- Pre-teach key vocabulary by providing word lists ahead of lessons to aid comprehension and engagement.

Curriculum Access and Assessment



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Teachers ensure EAL pupils can access the curriculum and assessment by:

- Taking into account pupils' linguistic, cultural, and religious backgrounds.
- Using accessible texts and materials appropriate to pupils' age and stage of learning.
- Providing support through digital tools, bilingual dictionaries, and reading aids.
- Applying sensitivity and professional judgement when assessing pupils in the early stages of English acquisition.

Parental and Community Engagement

To be added

Monitoring and Evaluation

Our teachers monitor the progress of EAL pupils through a range of strategies designed to ensure that each learner receives appropriate and effective support. These include:

- Setting individual targets that are both challenging and achievable, reviewed regularly to reflect progress and changing needs.
- Incorporating both curriculum and EAL-specific objectives into lesson planning, ensuring pupils are supported in accessing subject content while developing their English language skills.
- Differentiating tasks and assessments, allowing pupils to work at their own pace and complete tasks in manageable stages, either in one sitting or over time.

Teachers regularly observe, assess, and record pupils' developing use of language across all areas of learning. This ongoing formative assessment informs planning and intervention.

Whole School EAL Audit

To support consistent tracking, the school conducts an EAL audit three times per academic year. This audit is completed by class teachers and involves professional judgement of each pupil's proficiency in the four key domains of English language:

- Listening
- Speaking
- Reading
- Writing

The audit serves several purposes:

- Provides a summative overview of English language proficiency across the school.
- Offers actionable insights for class teachers to tailor teaching and support.
- Contributes to a centralised tracking system for monitoring progress over time.

Following each audit, the Phase Leader compiles a report that highlights pupils' progress, particularly those identified as requiring additional EAL support. This report is used to:



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Preparatory School

- Inform pupil groupings for targeted support.
- Identify areas of the school where further EAL provision may be needed.
- Influence teaching strategies and resource allocation.
- Provide evidence of progress in English language acquisition.

Use of Digital Tools: FlashAcademy

We use FlashAcademy, an interactive platform designed to support EAL learners in developing English proficiency. The platform offers:

- Curriculum vocabulary, grammar, handwriting, and more.
- Gamified content to maintain engagement.
- Remote and in-class access, allowing teachers to set homework and pre-lesson vocabulary tasks.

Teachers can assign tailored lessons, monitor progress, and allow pupils to complete assessments at their own pace. This ensures pupils arrive at lessons with a foundational understanding of key vocabulary, enabling fuller participation and learning.

Definitions

Text

Further titles

Text

Related policies

Text

Appendix

Policy Review and Dissemination

All members of staff and governors will receive a copy of this policy (via TEAMS link).

The policy will be available for parents on our website. A paper copy can be requested via the School Office office@bowdonprep.org.uk

SLT member responsible	SLT member
Governor / Board Responsible	Board member
Date of review	Term
Date of next review	Term



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