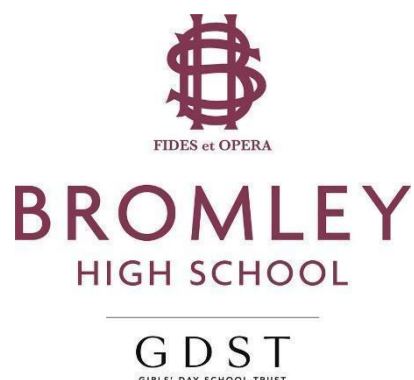


Date: September 2025  
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Responsibility: SENDCO



# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

***As a school providing EYFS education for pupils, the contents of this policy should also be considered in this context.***

The term EAL (English as an Additional Language) is a broad term. The Government's definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community' [Bell Foundation/School census preparation and guidance for 2007, DfES 2007]. It is used at Bromley High to refer to pupils who are:

1. British citizens from families who have a first language other than English, normally resident in the UK, arriving in EYFS with varying levels of English fluency;
2. Children who are already using English, but who come from families who have a first language other than English and who speak this language/other languages at home to a greater or lesser degree;
3. Children of economic migrants, arriving with schooling, knowledge and skills developed to an age-appropriate level in a different education system, with a different knowledge base and different expectations.

Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential and have access to the whole school curriculum and the full range of co-curricular activities the School provides. This policy should be cross referenced with the GDST Inclusion Policy, Anti-Bullying policy and Equal Opportunities policy.

### **Aims**

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school community;
- To ensure EAL pupils are identified and procedures are followed to ensure their needs are met so they achieve their potential;
- To equip teachers, non-teaching and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of individual and appropriate targets;
- To ensure EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum and can participate in co-curricular activities;
- To ensure appropriate resources are available and are used in the school and outside the school to support progress;
- To ensure the views of the pupil are sought and taken into account and that Parents and guardians are encouraged to play a role in EAL pupils' education;

### **Admission**

EAL students have an equal opportunity to join Bromley High if they satisfy the School's selection procedures and written assessment. Parents/Guardians will be required to identify the pupil's home language on the application form and may be asked to contribute further information. This information will be shared with the EALCo (English as an Additional Language Co-ordinator), who may request

an additional, informal interview with the prospective pupil to ensure any support that may be required before starting at Bromley High can be established and organised.

Access arrangements for entrance exams may be granted but dependent on the student's prior knowledge of English and DfE guidelines.

## **Identification and assessment of EAL**

### **Senior School**

Any pupil whose first language is not English is screened on entry by the EAL Co-ordinator to determine her level of competence in English. The screening will establish the pupil's levels of English proficiency according to the Bell Foundation EAL assessment framework.

Interviews in person (or virtually before entrance) are conducted to ascertain language competence, fluency and comprehension as well as written assessments.

### **Junior School**

Parents of pupils wishing to enter Reception are interviewed, at which point an initial declaration of EAL needs is made and this is taken into account when assessing the child along with other non-EAL candidates.

If a child wishes to join the school after Reception, both parents and the child are interviewed to gauge proficiency in spoken English. All applicants sit the same entrance examinations but, where necessary, assessors take into account the fact that English is not the first language of those where concerns have been raised.

## **Internal Identification**

In both Senior and Junior schools, in order to provide fully for EAL pupils, they must first be identified and the nature and extent of their need must be assessed.

Information may be taken from

- the admissions department;
- the application form;
- entrance papers;
- previous school or parents/guardians;
- A group or whole school language audit.

Assessment tools may include:

- An analysis of entrance papers;
- Formal assessment in reading, writing, speaking and listening;
- Work sampling;
- Teachers' comments and observations;
- School reports and references;
- MidYIS, CATs, non-verbal reasoning tests etc.;
- Input from pupils and from parents where possible.

As a result of information gathered

- Pupils may be assigned a level of competence and entered on the EAL register (separate from other registers) for staff reference;
- The information may be used to assess the most appropriate provision for an individual.

The school recognises that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision, in addition to EAL support.

### **Roles and Responsibilities for Management of Provision**

EAL is overseen by Sarah Stewart (Junior School) and Ruth Sherlock (Senior School). Their role is to:

- Develop and oversee the implementation of the EAL policy
- Ensure EAL pupils are identified, assessed, and where necessary, monitored and supported
- Keep the EAL registers and other records (e.g. pupil profiles) up to date and ensure information is disseminated to staff
- Coordinate provision for EAL pupils in terms of academic and pastoral support
- Advise EAL pupils (e.g. on external examinations)
- Provide guidance to school staff on effective teaching approaches and materials
- Liaise with parents and involve them as far as possible in decision making
- Act as an advocate for bilingualism and diversity

However, we emphasise that EAL is regarded as a whole school responsibility, with all staff having a part to play in making provision for pupils.

### **Provision**

Students who have English as an additional language are supported as required on an individual basis. There will be a positive and effective language ethos:

- Staff understand that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue.
- The language development of all pupils is the responsibility of all teachers and teaching support staff.
- There will be liaison between mainstream and support departments to discuss language development within the structure of the lesson.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about pupils' abilities and needs in English and use this knowledge to inform planning, teaching and pupil grouping.

### **Learning and Teaching**

In order to ensure that we meet the needs of EAL students, staff will:

- assess the pupil's fluency level in their subject as soon as possible
- prepare differentiated work for EAL pupils where appropriate
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended work
- recognise that EAL pupils need more time to process answers and to complete extended work, especially where there is more complex written work

- allow pupils to use their mother tongue to explore concepts when appropriate
- give newly arrived pupils time to absorb English bearing in mind that there is a “silent period” when those new to the language understand more English than they use.
- Provide bilingual dictionaries and other resources in accordance with examination guidelines.
- Provide subject specific vocabulary lists, simpler text books etc.
- For EYFS pupils there are opportunities to use their home language in play learning

Bilingual translation dictionaries may be used by candidates whose first language is not English as long as this reflects their normal way of working in school. There are certain examinations in which the dictionary may not be used, e.g. English Language examinations or Modern Foreign Language examinations testing one of the languages of the dictionary. The dictionary may be paper or electronic but must be a standard dictionary, i.e. not contain supplementary information such as pictures or explanations of words. Dictionaries to be used in examinations must be held in school and checked thoroughly before use.

In addition, 25% extra time may be awarded to a candidate whose first language is not English in certain rare and exceptional circumstances detailed in the regulations. In such cases the EAL Co-ordinator will compile evidence to demonstrate the candidate’s eligibility for this arrangement.

The school has a number of pupils who are “second generation” English speakers. Whilst their own English may be fluent, they may not have parents who speak English at home, therefore spoken and written communication between Bromley High School and parents will be positive and appropriate. Where communication between Bromley High School and parents is limited by language barriers, the school will endeavour to find suitable translators to facilitate communication, e.g. using a family friend to translate during meetings.

Additional specific provision which may be required following assessment of needs:

- Target setting / language learning plans
- Assignment of a mentor (tutor; Head of Year) to hold regular meetings re progress and targets
- Differentiated exam courses (IGCSE; IELTS) – including accreditation for pupils who are in school for a limited time
- Links with other schools
- Access arrangements

Pastoral provision:

- Welcome Pack on induction
- Integration of EAL pupils within school - buddies and ‘language sisters’ from different year groups
- Contact with parents/guardians
- Support groups within/outside school

Promotion of bilingualism:

- Use of display
- School assemblies, calendar events etc
- Multicultural issues in schemes of work

## **Staff Support and training**

The EALCo, who acts in this role for both the Junior and Senior school, will be a reference point for staff, recommend and occasionally deliver training for staff.

### **Recording, Monitoring and Reporting**

The EAL registers are held electronically and individual pupil assessment records/language learning plans are held by the EALCo.

Teaching staff are able to access the EAL register in order to assist with planning and delivery of support for individual needs. Records are not accessible to any other person.

All records are held securely in school, via encrypted electronic throughout the duration of the pupil's time at the school. Once a pupil leaves, they are then kept in a secure archive for a period of 7 years.

### **Publication and review**

A copy of this policy, is included in the welcome pack sent to new pupils identified with a clear EAL need. The EAL policy is also be made available to all staff in the Staff Departments/ Policies file.

The policy is regarded as a working document and kept under constant review. EAL is also included in the school's SDP and self-evaluation procedures.