



King's High School

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English as an Additional Language Policy	
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English as an Additional Language (EAL) Policy

Introduction

The Government defines EAL learners as follows:

'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)

King's High currently has 83 EAL students with the highest number of other languages spoken at home being Tamil (16), Punjabi (11) and Mandarin (9).

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL students.

Aims

- To celebrate and value the cultural, linguistic and educational experiences that students with EAL bring to the School, fostering their feeling of inclusion and ensuring they are not discriminated against.
- To implement school-wide strategies to ensure that all EAL students are supported in accessing the curriculum.

- To assist EAL pupils in becoming sufficiently proficient in English that their linguistic ability does not inhibit their academic potential.

Objectives

- To assess the skills and needs of students with EAL and to provide appropriate support throughout the School, adapting this in line with the needs of the students so that they continue to make the progress of which they are capable.
- To promote a whole school collective responsibility towards EAL students and the celebration of the multi-culturalism they bring.
- To acknowledge the importance of the student's home language and build upon these existing linguistic skills.
- To equip teachers with the knowledge, skills, and resources to be able to support and monitor students with EAL.
- To monitor students' progress systematically and enable classroom teachers to use the data in decisions about classroom management and curriculum planning.
- To involve parents in key decisions regarding their child's EAL provision and to encourage them to play an active role in the development of their proficiency.

Strategies to ensure access to the curriculum.

Whole school ethos

- Recognise the student's home language, boosting their self-esteem and stressing the value of being a bilingual learner.
- Ensure classrooms are socially and intellectually inclusive, celebrating cultural differences and fostering a range of individual identities.
- Impress upon staff that EAL provision is a whole-school holistic approach.

Teaching and Learning

- It is the expectation that when a student who does not have English as their first language is accepted to the School, the entrance process (exam, school report, and interview) will have given assurance that their proficiency is such that they will be able to engage sufficiently with a curriculum delivered in English.
- Planning should include differentiated work for EAL students.
- Staff should have high expectations for EAL students and expect them to contribute as they would other members of the class, whilst understanding the additional challenges faced by them.
- Use should be made of translanguaging i.e. pupils should be encouraged to use their home language to explore vocabulary, concepts and ideas as necessary.
- Progress should be monitored carefully by the class teacher and by the EAL coordinator to ensure that EAL students are set appropriate and challenging targets. The data manager should provide relevant data at the appropriate assessment points.

Additional Targeted Provision

- EAL students who require additional targeted provision attend weekly IELTS support classes in small group sessions. These focus on preparation for IELTS university entrance tests along with lesson-specific support. They are coordinated and delivered by the EAL coordinator, line-managed by the Deputy Head (Academic).

Responsibilities

Registrar

Should obtain, collate and distribute information on new EAL students to the Head, DHs, Head of Key Stage and EAL coordinator. This includes:

- Language(s) spoken at home
- References, individual educational plans and curriculum details from the previous school

Head/ Deputy Head (Academic)

Should ensure that:

- All involved in teaching EAL learners liaise regularly.
- Parents and staff are aware of the school's policy on students with EAL.
- Training in planning, teaching and assessing EAL learners is available to staff.
- The effectiveness of the teaching of students with EAL is monitored and data collection is managed.

EAL coordinator

Should:

- Oversee the initial assessment of students' linguistic competence on the CEFR
- Liaise with HoDs and HoYs to monitor progress and ensure that relevant information on students with EAL reaches all teaching staff.
- Provide advice to teachers and support staff on classroom strategies.
- Provide guidance and support on all matters regarding EAL.
- Provide INSET where appropriate to upskill staff or raise awareness of certain students,
- Monitor standards of teaching and learning of students with EAL
- Monitor the provision for EAL students who might also be on the SEND register and liaise with Head of Learning Support.
- Provide suitable support for EAL students as appropriate – individual input; small group input; subject teaching strategies.
- Liaise with pupils and parents/guardians.
- Liaise with the Boarding Housemistress/ Parent and Assistant Housemistress/Parent about pastoral issues affecting boarders which might impact their academic progress.
- Keep a record of IELTS progress and confirmation of completion.
- Report to the Deputy Head (Academic)/Head on progress of students.

Subject teachers

Should:

- Familiarise themselves with the student's background, home language and linguistic proficiency.
- Liaise with their HoD and, if necessary, EAL coordinator to discuss strategies for teaching.
- Use their knowledge thoughtfully and effectively in curriculum planning, classroom teaching and pupil grouping.