

English as an Additional Language (EAL) Policy

Contents:

1. [The Policy](#)
2. [Glossary](#)
3. [Guiding principles](#)
4. [Aims of this policy](#)
5. [Language profile of our school](#)
6. [Parental involvement](#)
7. [Teachers' responsibilities](#)
8. [Support for EAL children and heritage speakers in the Nursery](#)
9. [Support for EAL students and heritage speakers in Kindergarten - Year 6](#)
10. [Support for EAL students and heritage speakers in the Senior School and Sixth Form](#)
11. [Curriculum adjustments](#)
12. [Review of this policy](#)
13. [Related policies](#)

[Annex 1 - Assessing proficiency in English](#)

1. The Policy

- 1.1. This policy applies to all students attending the Stephen Perse Foundation (the **School**). It is applicable to the whole school community including those children in the Early Years Foundation Stage (**EYFS**).

2. Glossary

EAL	English as an Additional Language
IEP	Individual Education Plan
PEP	Stephen Perse Foundation Personal Education Plan
SEND	Special Educational Needs and Disabilities

3. Guiding principles

- 3.1. The School's language policy flows from our curriculum model. We believe that language is central to learning, and therefore all teachers are in practice language teachers. Whilst English is the language of instruction in our school, our school community has a multiplicity of ethnic groups and a variety of cultural traditions, many of which are carried by language.
- 3.2. For the purposes of this policy, a heritage language learner is a student who has some proficiency in or a cultural connection to a given language through family, community, or country of origin.

4. Aims of this policy

- 4.1. We strive to address the particular challenges of those students who are learning in a language other than their heritage language by providing an integrated, well-implemented English as an Additional Language (EAL) approach in all school settings. We endeavour to integrate students' cultural and linguistic heritage throughout the curriculum.

5. Language profile of our school

- 5.1. The majority of our students, parents and staff speak English as their main language. However, our records indicate that over 30 other heritage languages are spoken by our students at home, and many hold passports from other countries in addition to their UK citizenship. All of our teaching and Professional Support Services staff speak English and several are fluent in at least one other language.
- 5.2. Information about which students who are receiving EAL support, who have previously received EAL support or who are proficient in a language other than English (EAL) is recorded in our Management Information System and accessed by those who teach each student.
- 5.3. The number of students within the School for whom speaking EAL presents a barrier to access to the curriculum is small. The needs of such students are usually identified as part of the admissions and selection process.

6. Parental involvement

- 6.1. Parents are an integral part of our community of learners and provide valuable support for language learning.

- 6.2. If a student's level of English language is flagged as a cause for concern during entrance testing, expectations of attendance at EAL support sessions or similar will be made clear as part of the offer of a place at the School. Advice may also be given as to how parents can support improving language proficiency at home both ahead of a student joining the School and once they are on roll.
- 6.3. If concerns around a student's language proficiency prompts a suggestion of a need for additional support not previously identified, parents will be informed.
- 6.4. Parents of students receiving additional EAL support will be kept informed of progress by the Inclusion Leads (Stephen Perse Cambridge Junior School and Dame Bradbury's School) or the EAL Coordinator (Stephen Perse Cambridge Senior School and Sixth Form).

7. Teachers' responsibilities

- 7.1. The School recognises that all teachers are also English language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their teaching.
- 7.2. In the Senior School and Sixth Form we have an agreement with a third party to provide us with a specialist EAL teacher who provides EAL support to our students depending on circumstance and need.

8. Support for EAL children and heritage speakers in the Nursery

- 8.1. The children joining our Nurseries have a wide range of language experiences, from babies that have been bilingual from birth to toddlers whose first contact with English is the Nursery key person speaking to them on their first day in the setting. For this reason it is vital that during the admissions process and the 'All about me' the Nursery staff gather information about every child's language experiences. Good practice when developing communication skills includes using signing and the Nursery staff in our Baby and Toddler classes use Makaton signs. Nursery staff learn key phrases such as nappy, potty and sleep time in a child's home language to ensure that every child understands and feels comfortable with the care routines. Once these strategies are established and the children become more confident in their relationships with the staff we can begin to support good language development.
- 8.2. The Early Years environment includes visual cues, singing, adults modelling use of language, and pre-teaching vocabulary to all children. Through our Tapestry app we are able to share with parents videos of songs and observations of the activities a child is engaging with and encourage the parents to talk about these experiences with their child at home. We also invite parents to record songs in their home languages or read stories in their home languages that we can then share with the children in the Nursery. Promoting a language rich environment and developing all children's understanding of the languages spoken around the world is an important aspect of our Nursery curriculum.

9. Support for EAL students and heritage speakers in Kindergarten - Year 6

- 9.1. Pupils beginning their academic journeys with us who are regularly exposed to languages other than English, or are considered bilingual, are carefully monitored. Information is shared with the teachers of those pupils to ensure that any additional needs are identified early and additional strategies are put in place where appropriate. Young learners are not always able to explain what their language experiences are so liaison between school and home is vital. We recognise the importance of providing opportunities for children to develop and use their home

language(s) in play and learning.

- 9.2. Language development is promoted through the use of adult modelling, singing, talk partners, talk frames and the general expectation that pupils respond in full sentences. It is acknowledged that a child's conversational fluency may mask gaps in academic language proficiency. Strategies to support this may include pre-teaching of key vocabulary, multilingual displays, subject or situational word banks, language games played as a whole class and in small groups. Technology plays a large part in enabling young learners to record their ideas orally and engaging confidently with the whole curriculum.
- 9.3. All opportunities to encourage pupils to use home languages and English accurately, with flair and confidence, are actively sought.
- 9.4. Pupils aged 3-11 requiring additional language support will be identified in discussion with parents during the admissions process or through the class teacher's observations once the pupils have joined the School. When a learning need is identified, a Personal Education Plan (PEP) may be created. This plan is developed with input from teachers, parents, and the pupil, focusing on areas that are impacting the pupil's learning. The Inclusion Lead oversees the implementation and evaluation of the plan, collaborating with the relevant teaching staff.

10. Support for EAL students and heritage speakers in the Senior School and Sixth Form

- 10.1. In the Senior School and Sixth Form, students potentially in need of EAL support are identified by the parent-designated level of proficiency declared on application to the School, MidYIS/ALIS testing on entry, and/or by subject teachers once the student has joined the School by using the relevant L0 option in iSAMS to report a concern. The EAL Coordinator refers any students identified in this way to the specialist EAL teacher, who then assesses their proficiency using the Common European Framework of Reference for Languages (CEFR) (see Annex 1 below) to determine whether further support is needed and if so what form that should take.
- 10.2. The EAL Coordinator organises a programme of individual or small-group support with the specialist EAL teacher, setting targets and liaising with teaching staff to ensure that the curriculum can be accessed. Where appropriate, the SENCo will advise on access arrangements in public examinations in accordance with exam board regulations. EAL support can be discontinued when the specialist EAL teacher is satisfied that the student no longer requires additional provision.
- 10.3. Where there is a clear difference between assumed proficiency and actual proficiency on arrival, the School may arrange additional EAL teaching at an additional cost.

11. Curriculum adjustments

- 11.1. For some EAL students in the Senior School, it may be beneficial to reduce the number of taught subjects in order either to take EAL lessons at those times or to provide more time for independent study of other subjects. This is decided on a case-by-case basis by the Deputy Head Academic, Head of Year and EAL Coordinator in consultation with the student and parents.

12. Review of this policy

- 12.1. This policy will be reviewed annually, or earlier as required, and as part of the curriculum review cycle. The Senior Leadership Teams will review the implementation of the policy in classrooms and throughout the School on a regular basis.

13. Related policies

- Curriculum Policy
- Special Educational Needs and Disability Policy

Version Control

Date of adoption of this policy	10 July 2025
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Date for next review of this policy	Spring Term 2026
Policy owner	Senior Deputy Head 11-18
Authorised by	Education Committee and Governing Body

Annex 1 - Assessing proficiency in English - Common European Framework of Reference for Languages (CEFR)

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.