



Norfolk House School

EAL Policy

March 2026

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1. Aims

- 1.1. The aims of this policy are as follows:
 - 1.1.1. to implement school-wide strategies to ensure that EAL pupils have the opportunity to learn and make progress;
 - 1.1.2. to help EAL pupils to become confident and fluent in English in order to be able to fulfil their potential;
 - 1.1.3. to equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
 - 1.1.4. to monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
 - 1.1.5. to maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

2. Scope and application

- 2.1. This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

3. Regulatory framework

- 3.1. This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1. Education (Independent School Standards) Regulations 2014 (as amended);
 - 3.1.2. *Statutory framework for the Early Years Foundation Stage* (DfE, September 2025);
 - 3.1.3. Education and Skills Act 2008;
 - 3.1.4. Children Act 1989;
 - 3.1.5. Childcare Act 2006;
 - 3.1.6. Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 3.1.7. Equality Act 2010.
- 3.2. This policy has regard to the following guidance and advice:
 - 3.2.1. The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, June 2018); and

3.2.2. Technical Guidance for Schools in England (Equality and Human Rights Commission, updated July 2024).

3.3. The following School policies, procedures and resource materials are relevant to this policy:

3.3.1. SEN Policy;

3.3.2. Equal Opportunities Policy;

3.3.3. Admissions policy.

4. Publication and availability

4.1. This policy is published in the Virtual Staffroom.

4.2. This policy is available in hard copy on request.

5. Definitions

5.1. Where the following words or phrases are used in this policy:

5.1.1. references to the **Proprietor** are references to the Board of Directors of Norfolk House School Limited;

5.1.2. references to **English as an Additional Language (EAL)** are used when referring to pupils whose first language is other than English. A pupil's first language is defined as any language other than English to which the child was exposed during early development and continues to be exposed to in the home or community. This includes pupils born in the United Kingdom. EAL is not a special educational need.

6. Responsibility statement and allocation of tasks

6.1. The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2. To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head of Teaching and Learning	As required, and at least termly

Task	Allocated to	When / frequency of review
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	“ “ “	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	“ “ “	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	“ “ “	As required, and at least annually
Formal annual review	Proprietor, Headmistress, Head of Teaching and Learning	Annually

7. Strategies

- 7.1. Pupils with EAL will be assessed to identify the initial level of provision required. Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.
- 7.2. In assessing the nature and extent of the pupil's knowledge of English the following methods may be used:
 - 7.2.1. Information from the application form;
 - 7.2.2. Information from interviews with parents/guardians;
 - 7.2.3. Information from initial assessment papers (where appropriate); and
 - 7.2.4. Information from the previous school.
- 7.3. Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator (Head of Teaching and Learning), parents/

guardians and pupil.

- 7.4. Competence in English is assessed against the DfE's five-point scale (<https://www.gov.uk/government/publications/english-proficiency-pupils-with-english-as-additional-language>), examining reading, writing and spoken language proficiency, and making a 'best fit' judgement as to the proficiency stage for each pupil.
- 7.5. The School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives. Teachers will:
 - 7.5.1. Recognise that EAL pupils need more time to process answers.
 - 7.5.2. Allow pupils to use their first language to explore concepts.
 - 7.5.3. Allow young children time to absorb English.
 - 7.5.4. Use talking partners to ensure that EAL pupils hear good models of English.
 - 7.5.5. Use group work during lessons.
 - 7.5.6. Have signs and vocabulary around the classroom to aid understanding.
 - 7.5.7. Pre-teach key vocabulary before lessons, particularly for subject-specific or abstract language, to enable pupils to engage with new concepts from the outset of the lesson.
 - 7.5.8. Encourage and use bilingual support from other students and staff.
 - 7.5.9. Allow students time to practise new language.
 - 7.5.10. Use visual support of all kinds (diagrams, maps, charts, pictures).
 - 7.5.11. Teachers should be aware that a pupil's ability to participate in the curriculum may be in advance of their ability to communicate in English. Assessment should reflect attainment in the subject rather than solely English language proficiency.
- 7.6. Pupils who receive assistance with EAL will be fully integrated into School life and will be provided with appropriate support as required. For example, the school would provide the child with a 'buddy' from their class to support them around school. Teachers would take steps to learn about and understand a child's background and culture. Parents would be introduced to families who spoke the same language within the school.
- 7.7. The School will ensure that:

- 7.7.1. all involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff;
 - 7.7.2. training in planning, teaching and assessing EAL pupils is available to staff;
 - 7.7.3. the effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;
 - 7.7.4. high-quality adaptive teaching is provided for all EAL pupils, recognising that adapting teaching to meet individual needs is a core professional expectation for all teachers under the Teachers' Standards; and
 - 7.7.5. any bullying of which the School becomes aware will be dealt with in accordance with the School's anti-bullying policy.
- 7.8. All teaching staff can assist in the following ways:
- 7.8.1. be knowledgeable about pupils' abilities and needs in English and other subjects;
 - 7.8.2. ensure the pupil's name is pronounced correctly and that they are included as much as possible;
 - 7.8.3. use this knowledge effectively in curriculum planning, classroom teaching and grouping.
- 7.9. Any concerns about the wellbeing of a pupil with EAL should be referred to the Designated Safeguarding Lead. Staff should be alert to the fact that some pupils with EAL, including newly arrived pupils, may be at particular risk of harm, including modern slavery, exploitation, or domestic abuse within the family. Any such concerns should be referred to the Designated Safeguarding Lead in accordance with the School's Safeguarding and Child Protection Policy and with reference to *Keeping Children Safe in Education* (DfE, September 2025).

8. Special educational needs and learning difficulties

- 8.1. If the School has reason to suspect that a pupil with EAL may also have special educational needs or a learning difficulty, the School will take action as set out in its Special Educational Needs and Disabilities (SEND) Policy.
- 8.2. A pupil will not be regarded as having a learning difficulty solely because the language or form of language in which they are or will be taught is different from a language or form of language which is or has been spoken at home.

9. Training

- 9.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 9.2. The level and frequency of training depends on role of the individual member of staff.
- 9.3. The School maintains written records of all staff training.

10. Record keeping

- 10.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 10.2. The records created in connection with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's Data Protection Policy.

11. Version control

Date of adoption of this policy	October 2021
Date of last review of this policy	3.3.26
Date for next review of this policy	3.3.27
Policy owner (SLT)	Headmistress
Policy owner (Proprietor)	Chair of Directors