



# **EAL Policy 2025-26**

**Last Review Date:** September 2025

**Policy Owner:** S. Ridley

**Approved by:** P. Rich

**Next Review Date:** September 2026

This policy is reviewed annually to ensure compliance with current regulations.

## Key staff involved in the policy

Role	Name(s)
SENCo	<b>Ms Susie Ridley</b>
Head	<b>Ms Philippa Rich</b>
Assessor(s)	<b>Ms Angela Cowlam</b> <b>Ms Kellie Daggett</b>

## What is a Bilingual Learner?

In accordance with official guidelines, a bilingual learner refers to:

*"All students who use or have access to more than one language at home or at school - it does not necessarily imply full fluency in both or all languages" (DfES 2003).*

Canbury School recognises and celebrates the distinct diversity of all EAL learners.

## Purpose of the Policy

The purpose of this policy is to establish clear processes and protocols to ensure that all EAL students are fully integrated into the school community and supported to reach their maximum potential.

### Objectives

- Linguistic Competence:
  - To enable students to use English confidently and competently.
- Curriculum Access:
  - To ensure English is used effectively as a means of learning across the curriculum.
- Inclusion and Equal Access:
  - To guarantee that EAL students are fully included into the life and work of Canbury School. In accordance with Part 1 of the Independent School Standards and our duties under the Equality Act 2010, the school ensures that all EAL strategies protect students against direct or indirect detriment based on the protected characteristic of race (which directly encompasses nationality, national origins, and native mother tongues), securing equitable curriculum access for every learner.
- Potential Achievement:
  - To ensure that students whose first language is not English reach their full potential.
- Early Identification:
  - To identify and assess individual students' needs as soon as possible.
- Home Language Respect:
  - To acknowledge the importance of students' home language, build upon their existing skills, and make use of their knowledge of other languages.
- Stakeholder Involvement:
  - To ensure parents/carers and students are actively involved in the process.
- Whole School Responsibility:
  - To promote a shared responsibility towards EAL students across all school staff.
- High Aspirations and Attainment:
  - To establish ambitious learning targets for all EAL students, ensuring they are continuously challenged and supported to fulfill their maximum academic potential and make strong progress across all curriculum areas.
- External Collaboration:
  - To make appropriate use of external agencies.

## **Management and Administration**

### **A Whole School Approach**

English as an additional language is addressed globally across all subjects by individual subject teachers.

All students with EAL are included in mainstream classes.

In-class support and interventions will be provided subject to a students provision map.

### **Documentation and Confidentiality**

All documentation and assessment records are securely maintained by the SENCo. While these records are handled with deep discretion and shared internally only on a need-to-know basis, they are subject to statutory inspection and multi-agency protection rules. In strict compliance with Independent School Standard 32(1)(g), full access to these records will be granted to official inspectorial bodies (such as the Independent Schools Inspectorate) during an evaluation. In accordance with statutory information-sharing principles outlined in Keeping Children Safe in Education and Working Together to Safeguard Children, the school will share relevant data with external safeguarding partners without delay if an EAL student's educational or welfare needs reveal intersecting safeguarding risks.

### **Partnership with Parents and Carers**

The school works closely with parents/carers of EAL students to encourage active involvement in school activities. Parents/carers are informed of their child's progress regularly and are routinely invited into the school to discuss any queries or concerns.

### **Assessment and Monitoring Procedures**

#### **Information Gathering**

Upon entry or identification, information is gathered regarding:

- The pupil's linguistic background and competence in other languages.
- The pupil's previous educational history, schooling activities, and family biographical background where appropriate.
- The pupil's current level of English proficiency.

#### **Monitoring Pupil Progress**

A pupil's linguistic and academic development is monitored continuously via:

- Monitoring attainment in specific curriculum areas using termly data collections.
- Ongoing professional discussions with subject staff.
- Formal tracking through the School reports.

#### **Strategies to Ensure Access to the Curriculum**

To mitigate barriers to learning, teaching staff implement a variety of adaptive strategies and resources within the classroom:

- Use of bilingual dictionaries, online support tools, and key word lists.
- Collaborative group work and structured peer support systems.
- Enhanced opportunities for speaking and listening activities.
- Implementation of additional visual support, including posters and non-verbal clues.
- The use of writing frames to support written outputs.
- Regular feedback provided by staff alongside access to dedicated ICT support materials.
- Referral to external specialist agencies if deemed necessary.