



ST PETER'S

PREPARATORY SCHOOL

Policy for Pupils with English as an Additional Language (EAL)

Updated 15 September 2026
by Mrs Claire Wellington-Smith and Emma Wilson
(Deputy Head, Academic/Head of Learning Success)

Approved by Head: *Charlotte P. Jones*.

Date: 16th September 2026

1. INTRODUCTION

The policy outlines the School's approach to ensuring all pupils with English as an Additional Language are identified and equitably-supported in accessing the curriculum and their membership of the School community. It covers teaching, pastoral, assessment, and home communication approaches and involves all School stakeholders.

Definition of 'EAL'

The Department for Education (DfE) records a pupil as using EAL if **'they are exposed to a language at home that is known or believed to be other than English.'** DfE: Schools, pupils and their characteristics, June 2019

This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may have/been:

- Newly arrived from an international country and school;
- Newly arrived from an international country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

EAL is not a Special Educational Need and should not - and is not - defined as such at St Peter's Preparatory School.

2. AIMS

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential. We seek to embrace this ethos when implementing support for our EAL community:

- The School seeks to recognise and identify our EAL cohort and be aware of their backgrounds, culture and attainment
- The School will ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum
- The School will equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL
- School stakeholders will embrace that English is best learned through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities in a wholeschool context with their peers
- The School will implement and monitor rigorous and regular assessment to ensure the needs of EAL pupils are well-supported
- Where additional support and intervention is required, it will be provided to ensure all pupils can reach their potential School Policies/Staff Induction

- The School environment will promote language development through a reading-rich curriculum and good oracy
- The school structure, pastoral care and overall ethos helps EAL pupils integrate into the school whilst valuing diversity
- Bilingualism will be viewed and championed as a positive and life enriching asset
- Parents and prospective parents will be provided with the particulars of our EAL provision and supported with home communication where necessary

3. STRATEGIES

3.1 School/Class Ethos

- Recognise the child's first language; boost the child's self-esteem. Remember they have the potential to become a bilingual adult.
- Ensure classrooms provide an inclusive atmosphere, both socially and intellectually, where culture and difference are valued and individual identities are fostered.
- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with good command of the range of language needed for academic success.

3.2 Teaching and Learning

- Assess the pupil's competence in English in relation to the School's and National standards.
- Monitor progress and ensure EAL pupils are set appropriate and challenging learning objectives.
- Provide a classroom rich in oral experiences.
- Enable pupils to draw on their existing knowledge of other language/s.
- Encourage and use bilingual support from other students and staff.
- Use translated materials and bilingual dictionaries.
- Allow students time to practise new language.
- Use visual support of all kinds (diagrams, maps, charts, pictures).

4. RESPONSIBILITIES

4.1 Admissions

To obtain, collate and distribute to appropriate members of staff information on new pupils with EAL this should include:

- Language(s) spoken at home.
- Information on the level of English used/ studied
- Details of curriculum from previous school

4.2 Head of Pre-prep/Lower and Upper School (In discussion with DH Academic).

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff

- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed
- To ensure that the pupil is integrated into the normal school timetable as much as possible. It may be necessary for the Head of Learning Success in conjunction with the Head of Modern Foreign Languages to consider additional help regarding foreign languages and, if appropriate, to remove the pupil from these lessons and provide an appropriate alternative.

4.3 Form tutor/English Teachers

- Oversee initial assessment of pupils' standards of English in liaison with the Head of Learning Success and Form Tutor
- Monitor standards of teaching and learning of pupils with EAL
- Report to the Head of Learning Success on the effectiveness of the above and progress of the pupils

4.4 Learning Success Department

- Complete an initial assessment of the pupil's standards of English during a taster day.
- Give guidance and support in using the assessment to set targets and plan appropriate work.
- Add support required by the pupils with EAL to the Provision Maps with clear objectives and strategies.
- Review Provision Maps termly to evaluate continuing EAL needs.
- Provide additional support to the pupils with EAL which may include reader and/or scribe support as well as oral work in the mother tongue where possible.
- Source external specialist linguistic teacher from Devon Education Services (if required) to work with the child and any resources required.

4.5 Class/Subject Teachers

- Be knowledgeable about the pupil's abilities and needs in English and other subjects.
- Use the knowledge effectively in curriculum planning, classroom teaching and pupils grouping.

Lessons can be on an individual basis or through planned scaffolding in the class lesson, through quality planning.

Very close informal links are kept with all subject departments and the Learning Success Team.

5. METHODOLOGY

Necessarily very flexible, to take into account the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities, different linguistic needs, and the different dynamics of class, small group and individual teaching. We do our best to make our lessons contain pace,

variety and challenge, encourage active learning by our pupils and ensure they are appropriately differentiated.

6. RESOURCES

Resources will be sourced depending on need.

7. ASSESSMENT AND REPORTING

Progress is monitored closely through St Peter's School Baccalaureate®, class books, summative and formative assessments, provision maps, daily reading and individual subjects. We follow the school's assessment, reporting and marking policy reflecting achievement.

- In cases where many teachers teach the same pupil or group grades are discussed before making a decision.
- Comments on individual pupils may be voiced at whole school staff meetings.
- Termly reports are provided for parents.

8. STAFF DEVELOPMENT

Staff development in teaching and learning for pupils with EAL takes place through the cycle of weekly and termly staff INSET. Additional external CPD opportunities are sourced based on need.

Revision History		
Date Revised	Changes	Reviewed By
April 2025	No material changes made	CWS, ELW
June 2026	Amended job title to Head of Learning Success and reviewed policy vs practice.	ELW
September 2026	No material changes made	CWS , ELW