SEVENOAKS
PREPARATORY SCHOOL

English as an Additional Language (EAL) policy

'For humans, language, thinking and learning go hand in hand.'

T Lucas, 2011

Status and Review Cycle	Statutory / Annual
Policy reviewed and amended	September 2026
Next review date	September 2027
Governor Lead	Arabella Stuart
Policy Holder	Caroline Mansfield and Keely Mott – Heads of Learning Support / EAL Coordinator
	caroline.mansfield @theprep.org.uk keely.mott@theprep.org.uk

Contents

1. Introduction 3
   1.1 The School 3
   1.2. Application 3
   1.3. Purpose 3
   1.4. Accessibility 3
2. Definition 4
   2.1. Definition of EAL 4
   2.2. Our approach 4
3. Planning, monitoring and evaluation of pupils with EAL 4
   3.1 Identification 4
   3.2 Monitoring and Evaluation 5
4. Teaching and Learning 5
   4.1. EYFS 5
   4.2. Whole School 5
   4.3. Staff development 6
5. EAL, Higher Learning Potential (HLP) and Special Educational Needs (SEND) 6
6. Parents/carers and the wider community 6
7. Other Policies 6

1. Introduction

1.1 The School

Sevenoaks Preparatory School is an independent, co-educational day school from Nursery to Year 8.

The ethos of Sevenoaks Preparatory School is to nurture every child. Each pupil in this school with or without a learning difficulty or disability should have an equal opportunity to enjoy their education; to make the best possible progress in their academic work, creative development, physical development, and extracurricular interests; to contribute to decisions made about their education and to enjoy making a full contribution to the school community. The Way of Life and its characteristics underpins all our teaching and learning at Sevenoaks Preparatory School.

Our families are varied, and represent the local, national and international communities.

1.2. Application

This policy is a whole school policy and applies to all children and all staff in Sevenoaks Preparatory School, including the Pre-Prep and EYFS (Early Years Foundation Stage).

1.3. Purpose

The purpose of this document is to provide information about Sevenoaks Preparatory School's approach, identification and procedure that will enable all partners to work together for the benefit of children with EAL, in line with the school's plan of encouraging challenge, creativity and community.

1.4. Accessibility

This policy can be made available in large print or other accessible format at the front office in the main house if required.

2. Definition

2.1. Definition of EAL

The definition of EAL is, according to the Department for Education, as follows:

"A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English." (English proficiency of pupils with English as an additional language, DfE, 2020).

2.2. Our approach

Sevenoaks Preparatory School is committed to providing an education to all pupils which acknowledges and is enriched by the diversity of ethnicity, culture and religious backgrounds of all pupils and their families. We believe that the curriculum should aim to reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all pupils. It is important to recognise pupils with more than one language in their lives and to encourage them and their families, where possible, to express themselves in these languages. Learning any language is a lifelong process and is greatly enhanced by the opportunity to hear and use each language at the appropriate developmental level. We also recognise that it is important to distinguish between social and academic language, and we are keen to encourage children to become fluent in both.

We aim to support families in maintaining the non-English language at home with their (extended) families, as this serves to preserve the cultural identity of the child and it offers the child the best start to being a global citizen.

Equality of access to the curriculum for all pupils, including those for whom English is an additional language, is supported by Quality First Teaching in the classroom. Quality First Teaching involves good planning of well-sequenced and manageable lessons coupled with effective pedagogical choices and effective and robust assessment for learning. Lessons are clearly structured and learning objectives are made clear to the pupils. Teachers employ interactive and multi-sensory teaching methods and ensure that time is spent in collaborative group work. Teachers promote active and independent learning enabling pupils to think for themselves and to begin to have some level of autonomy within their learning. They differentiate their teaching to meet the needs of all pupils, including those with EAL, Higher Learning Potential (HLP) and SEND (Special Educational Needs and Disability).

3. Planning, monitoring and evaluation of pupils with EAL

3.1 Identification

All children with EAL are identified on entry and their language development is closely monitored. An annual EAL list is produced and shared with all teaching staff.

3.2 Monitoring and Evaluation

English language proficiency information is collected through teacher assessment as well as formal testing.

Pupils at Sevenoaks Preparatory School are assessed regularly using NGRT (reading), NGST (spelling), PTE (Progress in English) and CAT (Cognitive Abilities) tests. The data is analysed by the teachers who look specifically at the achievement and progress of learners with EAL. Further meetings between the Deputy Head, EAL Coordinator, Teachers and Heads of Department take place to discuss progress and inform future learning/teaching targets as part of Quality First teaching.

Where, as much as it is appropriate, pupils will learn alongside their peers in the classroom, thus providing an integrated language, content and cultural environment, aimed at motivating and meeting the distinctive needs of EAL learners.

The EAL coordinator is responsible for supporting and monitoring curriculum planning regarding provision for EAL pupils.

4. Teaching and Learning

4.1. EYFS

Sevenoaks Preparatory School's EYFS Department recognises that in the Early Years conceptual and linguistic knowledge is acquired simultaneously and staff modify their interactions to encourage language development, both in English and in their home language.

Children of all ages, including EYFS, are encouraged to learn to read and write and speak in their own languages as well as mastering English. The timing of learning to read and write in English will need to be considered alongside their learning journey in their home language.

4.2. Whole School

Expectations of EAL pupils are high and Sevenoaks Preparatory School fosters an understanding and philosophy that children with EAL have a strength in their lives which they are encouraged to build on, rather than a difficulty. All teachers involved with EAL pupils' learning are involved in the planning, monitoring, and reviewing of EAL pupils' needs and achievements. The EAL coordinator has responsibility for coordinating the needs of the pupils and is responsible for evaluating the school policy for pupils with English as an Additional Language.

It is recognised that each pupil with EAL will have their own specific profile of language needs which is determined through observation, informal assessment and formal assessment and supported with targeted intervention where necessary. Examples of these **additional** interventions are:

- Phonics for younger pupils or pupils (nearly) new to English
- Comprehension/writing support through exposure to challenging language and writing structure/key phrases/graphic organisers for older pupils.
- Where deemed necessary, the school may request families to fund 1:1 support to enable their child to access the curriculum where existing support is not sufficient.

4.3. Staff development

The EAL coordinator, supported by the SMT, has the responsibility to offer regular guidance/training to staff, through Twilight/Staff Briefing meetings and feedback from training/webinars/conferences attended.

5. EAL, Higher Learning Potential (HLP) and Special Educational Needs (SEND)

At Sevenoaks Preparatory School, a child is not regarded as having a learning difficulty simply because the language or form of language of the home/extended community is different from the language in which she or he is taught at school. The EAL coordinator is available to offer assessment or advice, should there be concerns about a child's language development, and support by the EAL coordinator and/or the Learning Support department are available at any stage of a child's time at Sevenoaks Preparatory School.

6. Parents/carers and the wider community

Sevenoaks Preparatory School reaches out to parents of EAL children and seeks to forge strong bonds with EAL families to reassure parents that the school supports their home language(s). Community events may be organised with specific focus on multilingual families. Additionally, the EAL coordinator is available for conversation with and guidance/encouragement to multilingual parents.

7. Other Policies

Other policies that should be read in conjunction with the EAL Policy:

Admissions; Anti-bullying policy; Assessment policy; Curriculum policy; HLP policy; Complaints Procedure; Behaviour policy; Accessibility Plan; Equal Opportunities policy; Data Protection policy; Child Protection policy; Special educational needs and disabilities (SEND) policy.