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

School: Rawdah Montessori School
Date of Policy: October 2025
Member of Staff Responsible: Headteacher tbc
Review Date: Annually

1. Aims

At Rawdah Montessori School, we are committed to providing a nurturing and inclusive environment where every child can flourish. We recognise that linguistic and cultural diversity is a strength that enriches our entire school community.

The aims of this policy are:

- To ensure that pupils with English as an Additional Language (EAL) have full access to a broad, balanced, and relevant curriculum .
- To enable pupils whose first language is not English to reach their full potential and achieve the highest possible standards.
- To identify individual needs early and provide appropriate support to ensure pupils can access all areas of school life, including the Montessori curriculum and the National Curriculum.
- To ensure that EAL pupils are supported in their personal, social, and emotional development, fostering a sense of belonging and self-esteem .
- To work in partnership with parents and carers to support the child's learning and development.

2. Legislation and Statutory Framework

This policy has been formulated with regard to the following legislation and guidance:

- **The Education (Independent School Standards) Regulations 2014:** This requires that the proprietor ensures that the curriculum provides for the spiritual, moral, social, and cultural development of pupils and that pupils are prepared for the opportunities, responsibilities, and experiences of life in British society. It also requires that pupils' linguistic needs are met so that they can access the curriculum .

- **The Equality Act 2010:** This legally protects pupils from discrimination and requires schools to make reasonable adjustments to ensure that pupils with a protected characteristic (which includes race and ethnicity) are not disadvantaged .
- **Teachers' Standards (2011):** This requires teachers to have a clear understanding of the needs of all pupils, including those with EAL, and to be able to use and evaluate distinctive teaching approaches to engage and support them.
- **Special Educational Needs and Disability (SEND) Code of Practice (2015):** It is vital to distinguish between a special educational need and a language need. This policy ensures that children with EAL are not wrongly identified as having SEND simply because they are not yet fluent in English .
- **DfE Guidance: 'English as an additional language (EAL)'** – The Department for Education advises that pupils with EAL need to access the curriculum while learning English, and that schools should have effective strategies in place to support them.

3. Definition

At Rawdah Montessori, we define a pupil as having English as an Additional Language (EAL) if:

- They have been exposed to a language other than English during early childhood.
- Their home or community environment uses a language other than English as the primary means of communication.
- They are in the process of acquiring English proficiency alongside their home language(s).

We recognise that this includes children who are newly arrived in the UK and those born in the UK who are exposed to another language at home.

4. Key Principles

Our approach to teaching and supporting EAL pupils is guided by the following principles:

- **Inclusion:** EAL pupils are entitled to the full curriculum and all opportunities available at the school. They are not separated from their peers unless a specific, targeted intervention is necessary and deemed beneficial.
- **Language as Strength:** We value and respect a child's home language and cultural background. We encourage children to maintain their mother tongue,

as we understand that cognitive development in the first language supports acquisition of the second.

- **Individualised Support:** We recognise that every EAL learner is different. Their needs will vary depending on their age, stage of English proficiency, prior educational experience, and personal circumstances.
- **High Expectations:** We maintain high expectations for EAL pupils, ensuring they are challenged academically while receiving the appropriate scaffolding to succeed.
- **Integration of Language and Learning:** Language is taught alongside curriculum content. Every teacher is a language teacher, and every lesson is an opportunity for language development.

5. Roles and Responsibilities

5.1 The Proprietor (Board of Governors/Trustees)

The proprietor is responsible for ensuring that:

- The school's curriculum is broad and balanced and meets the needs of all pupils, including those with EAL .
- Resources are allocated appropriately to support EAL provision.
- The school complies with its duties under the Equality Act 2010.

5.2 The Headteacher

The Headteacher is responsible for:

- The strategic overview and implementation of this policy.
- Ensuring that effective systems are in place for the identification, assessment, and tracking of EAL pupils.
- Ensuring that staff receive appropriate training and professional development to support EAL learners effectively.
- Ensuring that admission arrangements are fair and do not disadvantage EAL pupils.

5.3 The EAL Coordinator (if applicable, otherwise Class Teacher)

The designated lead for EAL is responsible for:

- Coordinating the initial assessment of a pupil's English language proficiency upon entry.
- Maintaining a register of EAL pupils and their stages of language acquisition (e.g., using the DfE's proficiency in English scale: A to E).
- Advising and supporting class teachers on effective strategies and resources.

- Monitoring the progress of EAL pupils to ensure they are making adequate progress across the curriculum.
- Liaising with parents and carers, and with external agencies where necessary.

5.4 Class Teachers and Teaching Assistants

All teaching staff are responsible for:

- Creating a welcoming and inclusive classroom environment where linguistic diversity is celebrated.
- Planning and delivering differentiated lessons that include specific language learning objectives alongside content objectives.
- Using visual aids, modelling, scaffolding, and other inclusive teaching strategies to support comprehension and participation.
- Assessing pupils' progress in both curriculum content and English language development.
- Working in partnership with the EAL Coordinator and parents to support the child's holistic development.

6. Identification and Assessment on Admission

Upon admission to Rawdah Montessori, we will gather information to understand the child's linguistic background. This will include:

- A discussion with parents/carers about the language(s) spoken at home and the child's previous exposure to English.
- Reviewing any previous educational records or reports.
- An initial, informal observation of the child in the classroom or during a visit.
- For older pupils or where there are concerns, a simple baseline assessment of English language competence may be used to inform initial provision.

This process is designed to be supportive and to help us plan effectively, not to label or disadvantage the child.

7. Educational Provision

7.1 In the Classroom (Wave 1 - Quality First Teaching)

The primary site of support for EAL learners is the mainstream Montessori classroom. Our teachers are trained to use a range of inclusive strategies, including:

- **Visual Support:** Use of pictures, real objects, gestures, and demonstrations.

- **Pre-teaching Vocabulary:** Introducing key words and concepts before a lesson.
- **Talk Partners:** Structured opportunities for speaking and listening with peers.
- **Modelling:** Demonstrating language structures and tasks clearly.
- **Scaffolded Resources:** Using writing frames, sentence starters, and word banks.
- **Buddy Systems:** Pairing new EAL pupils with supportive, empathetic peers.

7.2 Targeted Intervention (Wave 2 - Small Group Support)

For pupils who need additional support to develop their English proficiency, we may provide:

- Small group sessions focused on speaking and listening, led by a teacher or teaching assistant.
- Targeted vocabulary instruction linked to current curriculum topics.
- Use of specific programmes or resources designed for EAL learners.

7.3 Specialist Support (Wave 3 - Individual Support)

In very rare cases where a pupil is making significantly less progress than expected, we may:

- Seek advice from external specialists, such as an Ethnic Minority Achievement (EMA) consultant or an educational psychologist.
- Conduct a more in-depth assessment to rule out underlying special educational needs.

8. Welfare and Pastoral Provision

We recognise that learning in a new language can be exhausting and, at times, emotionally challenging. Our welfare provision includes:

- **Buddy System:** On entry, a peer buddy is assigned to help the new pupil navigate the school day, including routines at lunchtime and playtimes.
- **Emotional Support:** Staff are attuned to signs of stress, anxiety, or isolation and will provide reassurance and support. Our school ethos is one of kindness and respect for all.
- **Celebrating Culture:** We actively encourage children to share their languages, cultures, and traditions with the class, fostering mutual respect and a sense of pride. This may include sharing stories, songs, or celebrating cultural events.

- **Safe Spaces:** We ensure that all pupils, including those with EAL, have safe spaces and trusted adults they can turn to if they feel worried or overwhelmed.

9. Working with Parents and Carers

We believe that strong home-school partnerships are essential for the success of EAL pupils. We will:

- Ensure that initial communications with parents are welcoming and accessible. We will use plain English and, where necessary and reasonably practicable, provide interpreters or translated key documents to facilitate understanding .
- Encourage parents to continue speaking and reading with their child in their home language.
- Invite parents to share their skills, languages, and cultures with the school community.
- Keep parents informed about their child's progress in learning English and the curriculum, through parent-teacher meetings, reports, and informal conversations.

10. Assessment and Monitoring

- EAL pupils will be formally assessed against the DfE's 5-point scale for proficiency in English (from 'New to English' to 'Fluent') at least annually, and more frequently for new arrivals.
- The progress of EAL pupils will be tracked alongside their peers. We will analyse data to ensure that there are no significant gaps in attainment between EAL pupils and non-EAL pupils, and that any gaps are closing.
- Class teachers will include comments on language development in their termly assessments and annual reports to parents.

11. Resources

The school will allocate appropriate resources to support EAL provision, which may include:

- A range of dual-language books and story sacks.
- Visual aids, flashcards, and language games.
- ICT resources and software to support language learning.
- Staff training and development opportunities.

12. Links with Other Policies

This policy should be read in conjunction with the following school policies:

- **SEND Policy** (to ensure correct distinction between language needs and special educational needs)
- **Equality, Diversity and Inclusion Policy**
- **Safeguarding and Child Protection Policy**
- **Curriculum Policy**
- **Home-School Agreement**

13. Monitoring and Review

This policy will be reviewed annually by the Headteacher and approved by the Proprietor (Governing Body). The review will consider:

- Data on the progress and attainment of EAL pupils.
- Feedback from staff, parents, and pupils.
- Any changes to statutory guidance or regulations

Appendices

- **Appendix A:** EAL Initial Information Form (for parents/carers)
- **Appendix B:** DfE Proficiency in English Scales (A-E) and School-Based Descriptors
- **Appendix C:** Strategies and Guidance for Class Teachers
- **Appendix D:** Useful Resources and Websites

Review of Policy Dates

REVIEW DATE	REVIEWED BY	SIGNED OFF (Name & Role)
Oct 2025	Governing Body	**Chair:** Sohaib Tanvir
Next Review Due:		
Oct 2026	Governing Body	**Chair:**
	Headteacher	**Headteacher:**