



Devonshire House Preparatory School

# English as an Additional Language (EAL) Policy

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|------------------|-----------------------|
| Last review date | <i>October 2025</i>   |
| Next review date | <i>October 2026</i>   |
| Lead reviewer    | <i>Charlotte Bird</i> |

## **Serving North London Families**

Devonshire House is a co-educational prep school, offering unparalleled preparation for senior school and life thereafter. Our unwavering emphasis on individual growth, within an inclusive community, balances traditional values and modern practice to inspire fearless life-long learning.

Our school values are:

- **Growth** – we reach high
- **Courage** – we learn fearlessly
- **Wonder** – we are inspired to find our spark
- **Belonging** – we care and come together

## **1. Introduction**

At our school, every child is valued. This applies to all aspects of their education – teaching and learning, achievements, attitudes, and well-being. We encourage all children to aim for the highest possible standards, considering each child's individual needs and experiences.

Multilingualism is an asset. Research shows that speaking more than one language enhances cognitive development and academic success. We recognise and celebrate the importance of community languages and the ability of multilingual learners to acquire English and other languages.



## Devonshire House Preparatory School

### 2. Legal and Regulatory Framework

This policy is informed by the following legislation and guidance relevant to independent schools:

- **Equality Act 2010:** Independent schools must promote equality of opportunity and eliminate discrimination based on race, language, or national origin. This includes ensuring inclusive access to education for pupils with EAL.
- **Education (Independent School Standards) Regulations 2014:** Schools must ensure that teaching enables pupils to acquire speaking, listening, literacy and numeracy skills. This includes provision for pupils with EAL to access the curriculum and make progress.
- **SEND Code of Practice (2015):** Clarifies that EAL is not a special educational need, though some EAL pupils may also have SEND. Independent schools must distinguish between language acquisition and learning difficulties.
- **Independent Schools Inspectorate (ISI) Framework:** Schools must demonstrate inclusive practice, effective teaching strategies for EAL learners, and appropriate assessment and tracking of progress.
- **Statutory Framework for the Early Years Foundation Stage (2021):** Requires inclusive provision for children with EAL in EYFS settings, including support for home language development and English acquisition.

This policy should be read in conjunction with the school's:

- Accessibility Plan
- Equal Opportunities Policy
- Disability Policy
- SEND Policy
- Admissions Policy

### 3. Definition of EAL

A pupil is considered to have English as an Additional Language if they are exposed to a language other than English at home or in the community. This includes:

- Newly arrived pupils from abroad
- Pupils born in the UK in non-English-speaking households
- Fully bilingual pupils

EAL is **not** a Special Educational Need (SEN), though some EAL pupils may also have SEND.



## Devonshire House Preparatory School

### 4. Aims and Objectives

We aim to:

- Welcome and value the cultural, linguistic, and educational experiences of EAL pupils.
- Ensure all pupils have access to a broad, balanced, and relevant curriculum.
- Support pupils to become confident and fluent in English.
- Promote multilingualism as a strength.
- Equip staff with the skills and resources to support EAL learners.
- Monitor progress systematically and use data to inform planning.

### 5. Identification and Assessment

- All pupils are assessed on entry to determine their level of English proficiency.
- The **Bell Foundation Assessment Framework** is used to assess listening, speaking, reading, and writing.
- Termly reviews are conducted by class teachers and the SENDCO.
- Pupils unable to access the curriculum are placed on the **EAL Register**
- Pupils may be moved to the **Learning Support Register** or **SEND Register** if additional needs are identified.

### 6. Admissions

We do not discriminate against the admission of pupils for whom English is an additional language, where their needs can be met within our school setting.

- Parents are asked to disclose home languages.
- The school may recommend pre-entry English tuition.
- Offers may be conditional on joining an EAL support programme

Parents should notify the school at the application stage if their child speaks English as an additional language so suitable adjustments may be made during the admissions process if required. The school may advise that a child undertakes English lessons with a tutor, so they have had some introduction to English prior to their start date. This can be discussed with the Admissions team.

During the admissions process, children are assessed, and it is our aim to identify a child's level of English. Teachers use their professional judgement to identify children who will be unable to access the curriculum or engage proactively in school without extra support.

In addition to Quality First Teaching, the school offers an EAL course for children joining Year 1 and above who would benefit from accelerated support. Mostly for children seeking visa sponsorship from the school, but not exclusively, this course specialises in helping children with little or no English make accelerated progress in reading, writing, grammar and spelling at an additional cost. At the offer stage, the Admissions team will



## Devonshire House Preparatory School

let parents know if the offer is conditional on the EAL course after determining a child's level of English through their most recent school reports and an in-person or online meeting or taster session.

### 7. Teaching and Learning

#### Whole School

All pupils benefit from **Quality First Teaching** in the classroom, which includes:

- Planning for language development across the curriculum.
- Using scaffolding, visuals, modelling, and structured talk.
- Pre-teaching vocabulary and concepts.
- Encouraging collaborative learning (e.g. talk partners).
- Using ICT and bilingual resources.
- Valuing and incorporating home languages.
- Monitoring social integration and participation in school life.

**Additional EAL support outside of the normal curriculum** is only provided to pupils who are enrolled in the **EAL Course**, which is offered at an additional cost. These pupils work directly with the EAL teacher in small groups or one-to-one sessions. All other EAL provision is delivered through inclusive classroom practice.

**EYFS staff** additionally:

- Support language development through play and interaction.
- Encourage use of home language in learning.
- Work closely with parents to identify any language delays.

All teachers and teaching assistants are expected to:

- be knowledgeable about pupils' needs in English and other subjects.
- use this knowledge effectively in planning, teaching, use of resources, differentiation and grouping both within the classroom and outside.

All staff are expected to have a sufficient understanding and use of English to ensure the wellbeing of pupils in their care. They are expected to model the correct use of English and help pupils develop their English vocabulary.

The Head of Learning Support oversees the EAL Register and coordinates support across the school. Class teachers are responsible for planning inclusive lessons and monitoring progress. The EAL teacher delivers targeted interventions and liaises with families where appropriate.

### 8. Inclusion and Wellbeing

- EAL pupils are included in all aspects of school life.



## Devonshire House Preparatory School

- The school celebrates linguistic and cultural diversity through assemblies, displays, and events.

This policy is reviewed annually by the Head of Learning Support, in consultation with teaching staff and the Senior Leadership Team.



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