



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY	
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Next Review due:	August 2026

## **EAL Policy**

### **INTRODUCTION**

The Department for Education (DfE) records a pupil as using English as an Additional Language (EAL) if ‘they are exposed to a language at home that is known or believed to be other than English.’

At Ballard School we welcome pupils who do not have mother-tongue English and those who have spent periods of time in a non-Anglophone education system. These pupils may require targeted support if they are to show their knowledge through the medium of English.

### **AIMS AND OBJECTIVES**

#### **Aims**

We aim to enable every child with EAL to access a broad and balanced curriculum at Ballard and we support them in achieving their full potential.

#### **Objectives**

- To ensure that EAL pupils are identified as soon as possible
- To ensure that records of our EAL pupils are kept up to date and shared with all relevant stakeholders
- For each EAL pupil to achieve the level of proficiency in reading, writing, listening and speaking English that is required to access their mainstream classes successfully.
- For each pupil with EAL to gain confidence in speaking English.
- To equip teachers with a toolkit of pedagogical strategies to ensure that EAL pupils are supported to access the curriculum and experience engaging and challenging lessons.

### **Identification and admissions**

#### **Admissions**

On application, parents of prospective pupils complete a comprehensive application form which asks for parents to share information about English proficiency and whether any other languages are spoken at home. If the pupil is an EAL learner, the admissions team will liaise with the EAL specialist and Head of DEL to decide upon the best course of action to support the pupil.

The confirmation of admission to Ballard School may be dependent on agreement to take EAL lessons if, on the assessment by the school, it is felt the pupil could not access the curriculum and be a part of Ballard School life without the EAL lessons.

## Throughout the academic year

Throughout the academic year, all teaching staff will be encouraged to raise a referral to the DEL Department if they feel a pupil meets the criteria of a pupil with EAL and has yet to be identified. This can be raised using the DEL 1 form for Senior pupils, DEL 2 Form for Upper Prep pupils and the DEL 3 Form for all other pupils which can be found via MSP.

## Interventions

To achieve the objectives, pupils are offered EAL lessons with a specialised EAL teacher on a 1-1 basis or in small groups to build communicating skills and confidence giving the pupils an opportunity to be linguistically adventurous.

English as an Additional Language (EAL) lessons cater for pupils who need support in the mainstream classes and EAL intensive lessons. These lessons are spent in our well-resourced Department of Enhanced Learning (DEL) with a specialist EAL teacher. Pupils are assessed either before, or as soon as possible, arrival at the school. Assessments are tailored to the age of the pupil and their level of language ability.

- **KS1, KS2 and KS3 pupils**  
May receive between 2 - 5 hours of EAL lessons per week, depending on their level of English.
- **KS3 and 4 pupils**  
Have the opportunity of taking the Cambridge English: B2 First for Schools examination which encourages the EAL pupils to communicate effectively, express their opinions and write clear, detailed English.
- **KS4 pupils**  
Study for 2 - 3 hours per week. They may take the Cambridge International Examination IGCSE in English as a Second Language (ESL) - this forms the basis for further, in-depth language study and a level of practical communication ideal for everyday use. It is the stepping stone to assist the pupil to achieve the level required to be entered for the IGCSE in English as a First Language.

In addition to the IGCSE in ESL, pupils may take further studies to prepare for the following exams:

Cambridge English: C1 Advanced examination. High level students of English have the option of preparing for this examination which is accepted by Colleges and Universities as proof of advanced academic achievement.

IELTS (International English Testing System) examination. Key Stage 4 pupils have the opportunity of studying for the IELTS exam which is considered a reliable indicator of the ability to communicate in English. Many international colleges, universities and employers around the globe accept IELTS scores as evidence of English proficiency. We recommend that students spend at least 6-8 weeks preparing for the IELTS exam.

These qualifications are recognised worldwide.

## Assessment

English testing is carried out at Ballard School using an age-appropriate assessment including written and spoken English. The information is used to establish whether EAL provision is necessary, the amount of language support required and the pupil's level of functional English, according to their individual needs. Progress is assessed at the end of each term.

The provision is based on a plan/do/review programme and so is closely monitored by the specialist EAL teachers. We are committed to whole school inclusion and make appropriate provision to remove any barriers to learning and ensure that all EAL pupils have access to the National Curriculum.

All teachers are informed of the levels of English of the EAL pupils in ISAMS and in the Pupil Passport.

### **Data Sharing (MIS)**

Once a pupil has been identified as EAL all teaching staff will be able to access key information and support strategies via iSAMs.

- EAL will be highlighted by a symbol appearing next to the pupil's name in the register. Hovering over or clicking on this will bring up additional detail such as additional languages spoken and level of proficiency in English.
- Additional information can also be found on how to best support the pupil's language development and to ensure they can access materials via a Pupil Passport.

### **Teaching and learning to support EAL learners**

Effective teaching for pupils with English as an Additional Language is grounded in clear scaffolding, explicit vocabulary instruction, and rich opportunities for structured talk. By combining visual, verbal, and written supports, teachers create accessible pathways into the curriculum while promoting confidence and independence. Collaborative learning, culturally responsive practice, and the valuing of multilingualism ensure that pupils' linguistic identities are recognised as assets. Through these strategies, the school fosters an inclusive environment where EAL learners can thrive academically, socially, and linguistically.

### **Pre-Teach Vocabulary**

- Identify key vocabulary for each lesson and teach it explicitly.
- Use word maps, substitution tables, and sentence frames.
- Identify new key words and vocabulary in advance
- Write homework tasks on the board

### **Visual and Multimodal Scaffolding**

- Use images, diagrams, gestures, and realia to support understanding.
- Incorporate graphic organisers, timelines, and labelled visuals.

### **Structured Talk Opportunities**

- Use OWL (Observe, wait, Listen); monitor engagement and give time to respond
- Pair spoken/written English with visual cues to reinforce meaning
- Use talk partners, role play, and drama to encourage oral language.
- Scaffold with sentence starters and question stems.
- Model correct grammar and pronunciation without overcorrecting.

### **Reading and Writing Scaffolds**

- Use shared reading and guided writing with clear modelling.
- Provide sentence starters, writing frames, and genre-specific structures.
- Highlight grammar patterns and cohesive devices.
- Group EAL pupils with supportive peers for cooperative tasks.
- Use jigsaw activities and peer tutoring to build confidence and fluency.

## **Multilingualism as an asset**

- Be aware of the difficulty of humour (can feel isolated) and cultural differences
- Adapt and differentiate work and homework to suit EAL pupils
- Encourage use of bilingual dictionaries and first language for planning and reflection
- Involve families in sharing key vocabulary and cultural context.
- Create a welcoming induction programme with buddy systems.
- Display multilingual signage and celebrate linguistic diversity.

Non-native speakers are encouraged to use bilingual dictionaries during lessons and when completing homework. Such a dictionary may be provided as an exam access arrangement for those who fulfil the application criteria.

Teaching staff are also encouraged to be aware of the Bell Foundation's Five Principles to Guide EAL Pedagogy.

<https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/effective-teaching-of-eal-learners/>

## **Cost**

There is a supplemental charge relating to the 1:1 EAL lessons, (as per the Schedule of Fees) and also for entry into the ESL examinations if requested.

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## Policy Log:

Update August 2021 - DGO  
Update August 2022 - DGO  
Update August 2023 – DGO  
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Revised and updated 2025 - DGO