



EAL Policy

Last reviewed: August 2025

Date of Next Review: August 2026

Reviewed by: Governing Body

Version 1.2

1 TABLE OF CONTENTS

1	Table of Contents	2
1	Availability of the Policy (Reg 33(b))	3
2	Introduction	3
3	Aims and Objectives.....	4
4	Teaching and learning style.....	4
5	Curriculum access	4
6	Assessment	5
7	Additional Support	5

At Daffodil Preparatory School, we believe that every child should be given the opportunity to develop to the highest standard academically, with good morals, social skills and cultural awareness to become a well-rounded individual. Through our Vision, Ethos and Aims, at Daffodil Preparatory School we provide this opportunity for our children and are pleased to do so within our school environment.

We anticipate all applicants to give their commitment, respect and wholehearted support to uphold and maintain our school ethos and values. In line with our values, we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance on equality, tolerance and respect for all, regardless of race, gender, faith (or none) or sexual orientation or gender preference.

1 AVAILABILITY OF THE POLICY (REG 33(B))

This policy is available to all parents and carers:

- On the school website: www.daffodilprepschool.org.uk
- In printed form upon request from the school office

2 INTRODUCTION

At Daffodil Preparatory School, we celebrate the diversity of ethnicity, culture, and language within our community, recognising it as a strength that enriches the education of all pupils. The teaching, learning, achievements, attitudes, and wellbeing of every pupil are central to our values, and we are committed to ensuring that those learning English as an Additional Language (EAL) are supported to reach their full potential.

We encourage all pupils to achieve the highest possible standards by taking account of their individual life experiences, prior learning, and specific needs. We recognise that some pupils may have particular learning and assessment requirements linked to their progress in acquiring English.

Students learning English as an Additional Language bring valuable skills, knowledge, and cultural perspectives to our school community. While their ability to access the full curriculum may sometimes be ahead of their communicative skills in English, we are committed to ensuring they are fully included, supported, and valued in every aspect of school life.

This policy aligns with the **Independent School Standards Regulations (ISSRs)** and the expectations of **Ofsted**, ensuring equality of access, the promotion of **British Values**, and the development of a safe and inclusive environment where every pupil can thrive academically and socially.

3 AIMS AND OBJECTIVES

We promote the principles of fairness and justice for all through the education we provide, and also aim to ensure that EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages.

In our school, we value each student as a unique individual. We will strive to meet the needs of all and to ensure that we meet all statutory requirements related to inclusion. All students in our school follow the requirements of the National Curriculum. Students with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

4 TEACHING AND LEARNING STYLE

In our school, teachers take action to help student who are learning English as an additional language by various means:

Developing their spoken & written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Providing a range of reading materials that highlight the different ways that English is used
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing
- Encouraging students to transfer their knowledge, skills and understanding of one language to another
- Building on students' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another
- Encouraging students to communicate in English from their first day in school, whilst appreciating that a student may not be able to do this in all contexts
- We encourage all teachers and helpers to speak in English to pupils and each other as role-models.
- Ensuring access to the curriculum and to assessment by:
 - Using accessible texts and materials that suit student's ages and levels of learning
 - Providing support through ICT, audio materials, dictionaries, rich visual support, translators and readers

5 CURRICULUM ACCESS

All students in our school follow the curricular requirements of the National Curriculum which gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary

for their self-fulfilment and development as responsible citizens. Students with English as an additional language do not produce separate work.

6 ASSESSMENT

We carry out ongoing recording of attainment and progress in line with agreed school procedures.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for any students who are learning English as an additional language.

7 ADDITIONAL SUPPORT

We can provide reading friends/ volunteers to work with targeted students encouraging reading and improving literacy skills.

Accelerated reader programmes can be used to enhance reading, track progression and record accurate assessment of reading levels and reading age of pupils.

A strategy for weekly literacy focus is firmly embedded so that pupils establish strong foundation literacy skills.