



EAL Policy

Last Reviewed: May 2025

Date of next review: June 2026

EAL Policy

1. Rationale

At Daffodil Preparatory School, we recognise that many of our pupils speak English as an additional language. We are committed to ensuring all learners have access to a broad, balanced, and inclusive curriculum. Our aim is to support EAL pupils so they can achieve their full academic and social potential.

2. Aims

- To welcome and value the cultural and linguistic diversity EAL pupils bring.
 - To ensure all EAL pupils are given appropriate support to access the curriculum.
 - To monitor progress carefully and ensure high expectations for all.
 - To support staff with strategies to meet the needs of EAL learners.
 - To foster a whole-school ethos of inclusion and celebration of language diversity.
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3. Definition

An EAL learner is a pupil who uses English as an additional language. This includes pupils who are new to English, in the early stages of acquisition, or who are more advanced bilingual learners.

4. Identification & Assessment

- Pupils with EAL are identified during admission and through home language surveys.
 - Proficiency in English is assessed using the DfE EAL proficiency scales or an internal baseline system.
 - Teachers track EAL pupils' progress termly through formative and summative assessment.
 - Information is shared with parents/carers, and support needs are reviewed regularly.
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5. Provision & Support

- EAL pupils are fully integrated into mainstream classes.
- Differentiated resources and scaffolding (e.g., visual aids, glossaries, sentence starters) are used where appropriate.
- Targeted interventions may be delivered in small groups or one-to-one.
- Where needed, pupils may receive support from teaching assistants or bilingual staff.

- Language development is supported through oracy, structured talk, phonics, vocabulary instruction, and reading strategies.
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6. Curriculum Access

- Teachers plan with EAL needs in mind, ensuring lessons are accessible yet challenging.
 - Key vocabulary is pre-taught and revisited.
 - Speaking, listening, reading, and writing skills are developed across the curriculum.
 - Pupils' first languages are valued; bilingualism is seen as an asset.
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7. Partnership with Parents/Carers

- We maintain strong communication with EAL families and value their contributions.
 - Translations or interpreters are provided when needed.
 - Families are encouraged to maintain and develop the home language.
 - Support is offered for families to understand school systems, routines, and expectations.
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8. Monitoring & Evaluation

- EAL provision is monitored by the Headteacher
 - Progress of EAL pupils is reviewed at data drops and pupil progress meetings.
 - The policy is reviewed annually and adjusted based on pupil needs and outcomes.
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9. Equality and Inclusion

This policy is guided by our school's commitment to equality, inclusion, and safeguarding. EAL pupils are not regarded as having SEN, although EAL pupils with SEND are identified and supported accordingly.