Policy for English as an Additional Language (EAL)
Academic Year 2026 – 2027

(Including Early Years Foundation Stage)

The Granville recognises and values the linguistic, cultural and individual diversity of its pupils. For some children, English may not be the main language spoken at home. We recognise that pupils who use English as an additional language (EAL) are a diverse group and may have very different linguistic backgrounds, educational experiences and levels of proficiency in English.

A pupil may develop confident social communication in English while continuing to develop the more sophisticated vocabulary, grammar, comprehension and academic language required to access the curriculum fully. We therefore recognise the importance of providing appropriate support and challenge throughout a pupil's education.

The school is committed to ensuring that pupils with EAL have equal access to the curriculum and to the full range of academic, creative, sporting, social and co-curricular opportunities available at The Granville. We aim to ensure that every pupil is welcomed, valued and empowered to participate fully in school life and to achieve her potential.

This policy applies to children in the Early Years Foundation Stage and to pupils from Reception to Year 6. Boys attend Pre-School only; from Reception onwards, The Granville provides girls-only education.

Definition of English as an Additional Language

For school census purposes, the Department for Education records a pupil as having a first language other than English where the pupil has been exposed to a language other than English during early development and continues to be exposed to that language in the home or community. The information recorded by the school should be provided by the parent, guardian or pupil and should not be assumed by the school.

Being identified as having EAL does not indicate a particular level of English proficiency, academic ability or special educational need. Pupils with EAL may range from those who are new to English to those who are highly fluent but continue to develop the academic language required for particular subjects.

The school therefore considers each pupil individually and does not make assumptions about ability, attainment or need based solely on EAL status.

Good practice for EAL pupils is good practice for all pupils.

Aims

The aims of EAL provision at The Granville are to:

- ensure that pupils with EAL feel welcomed, valued, secure and included within the school community;
- enable pupils to develop confidence and competence in speaking, listening, reading and writing in English;
- enable pupils to access and participate fully in learning across the curriculum;
- maintain high expectations for EAL pupils and provide appropriate challenge and support;
- recognise and value pupils' home languages, cultures and experiences as assets;
- develop pupils' confidence, independence and sense of agency;
- provide appropriate support at the earliest opportunity where language development may be affecting access to learning;

- work in partnership with parents and carers to understand and support each pupil's linguistic and educational background;
- identify where difficulties may arise from learning English and where they may indicate an additional learning or developmental need.

High-quality teaching that is responsive to language needs benefits all pupils. EAL provision is therefore embedded within everyday teaching and learning, with additional targeted support provided where assessment indicates that this is necessary.

Identification and Assessment

Children and pupils with EAL are identified on entry through information provided by parents and carers and through discussion with the pupil and previous educational settings where appropriate.

The school maintains an up-to-date record of pupils with EAL, which is shared appropriately with relevant staff. Parents and carers are given opportunities to update information about the languages used within the home and any changes in their child's linguistic or educational circumstances.

Teachers consider a pupil's:

- spoken and receptive English;
- vocabulary and understanding of academic language;
- reading fluency and comprehension;
- spelling and writing;
- ability to access subject-specific language;
- previous educational experience;
- progress across the curriculum;
- confidence and participation in classroom discussion and wider school life.

Assessment is used to identify strengths and areas for development, inform teaching and determine whether additional support is required. Where appropriate, specific language-related targets may be identified and reviewed as part of normal teaching and assessment processes.

The school takes care to distinguish between difficulties associated with acquiring English and difficulties that may indicate an additional learning or developmental need. Where concerns remain despite appropriate EAL strategies and high-quality adaptive teaching, the school's SEND procedures will be followed.

Assessment and monitoring are undertaken in accordance with the school's Assessment Policy and relevant statutory and government guidance. The school's approach recognises that EAL status is separate from English proficiency and should not, in itself, be used as an indicator of special educational need.

EAL and SEND

EAL is not, in itself, a special educational need or disability. The SEND Code of Practice states that difficulties arising solely from limitations in English are not SEN. Particular care should be taken when identifying and assessing SEND in children and young people whose first language is not English.

Where a pupil is experiencing difficulties, staff consider the full range of evidence available, including her development, learning, progress, educational history, language skills and performance across different contexts.

The school will not assume that EAL is the explanation for underachievement or developmental difficulty. Equally, a pupil with EAL may also have SEND. Where concerns remain after appropriate EAL strategies and high-quality teaching have been implemented, the school's SEND procedures will be followed.

The Learning Development Department works closely with class teachers, teaching assistants and parents to ensure that pupils' individual needs are identified and appropriately supported.

Where appropriate, an Individual Education Plan (IEP), One Page Profile or other appropriate pupil information will be shared with relevant staff.

Supporting Home Language and Culture

The Granville recognises the value of pupils' home languages and the important role they play in identity, family relationships, communication and learning.

Staff will, where appropriate:

- learn and use key words and phrases from a pupil's home language;
- display words, labels or resources in pupils' home languages where this supports inclusion and learning;
- encourage pupils to share their linguistic and cultural knowledge;
- incorporate pupils' experiences and cultural perspectives into learning where appropriate;
- encourage parents and carers to continue to develop their child's home language;
- use bilingual resources where they are appropriate and accessible;
- ensure that pupils' home languages and cultures are treated with respect and as strengths rather than barriers to learning.

In the EYFS, practitioners recognise the importance of supporting children to develop and use their home language while providing rich and sustained opportunities to develop English. The current EYFS statutory framework for group and school-based providers applies from 1 September 2026.

Teaching and Learning

EAL pupils are taught alongside their peers wherever appropriate. They should have full access to the curriculum and should not be routinely excluded from learning opportunities because of their level of English.

Teachers use a range of strategies to support access to learning, including:

- clear modelling of spoken and written English;
- carefully structured questioning;
- repetition and reinforcement of key vocabulary;
- pre-teaching and revisiting important vocabulary;
- visual prompts, images, diagrams and practical resources;
- gestures, actions and demonstrations;
- sentence stems and writing frames;
- structured opportunities for talk;

- paired and small-group discussion;
- collaborative learning;
- opportunities to rehearse language before contributing to whole-class discussion;
- explicit teaching of subject-specific vocabulary;
- checking understanding rather than relying solely on pupils' willingness to respond;
- breaking complex instructions into manageable steps;
- providing appropriate additional time where required;
- adapting written resources without unnecessarily reducing intellectual challenge.

Teachers should maintain high expectations for EAL pupils. Support should enable pupils to access ambitious learning rather than unnecessarily lowering the academic expectations placed upon them.

Speaking and Listening

The school provides:

- secure and supportive environments in which pupils feel confident to take risks with language;
- rich opportunities for purposeful speaking and listening;
- structured opportunities for paired, group and whole-class discussion;
- opportunities to rehearse new vocabulary and language structures;
- carefully planned questioning that encourages pupils to explain, justify and elaborate their ideas;
- role-play and drama activities;
- visual prompts and practical experiences to develop vocabulary;
- adults who model accurate, purposeful and increasingly sophisticated language;
- opportunities to develop both everyday communication and academic language.

Pupils are encouraged to listen attentively, ask questions, express their views and develop confidence in contributing to discussions.

Drama and Performance

Drama provides valuable opportunities for EAL pupils to develop confidence, vocabulary, speaking and listening skills.

The Granville provides specialist drama lessons from Reception to Year 6. Girls in Years 1 to 6 have the opportunity to participate in LAMDA lessons and examinations, where appropriate.

Children in the EYFS have regular opportunities to develop language through imaginative play, role play, stories, songs and performance.

All pupils are encouraged to participate in school productions, festivals, verse speaking and other performance opportunities. These experiences support confidence, communication and a sense of belonging.

Reading

The school provides:

- structured opportunities for pupils to develop fluent and confident reading;
- appropriate support for pupils who experience reading difficulties;

- texts and materials that are suitable for pupils' age, interests and stage of language development;
- a broad range of genres and literary experiences;
- explicit teaching of vocabulary;
- opportunities to explore both everyday and subject-specific meanings of words;
- teaching of figurative language, idioms and metaphor where appropriate;
- visual and contextual support to aid comprehension;
- opportunities to discuss cultural knowledge and references within texts;
- opportunities to develop inference, deduction, prediction and critical response;
- access to bilingual or dual-language resources where appropriate.

Teachers recognise that a pupil may be able to decode text fluently while still requiring support with vocabulary, cultural references, inference or academic language.

Writing

Teachers support EAL pupils to develop increasingly accurate, fluent and sophisticated written English.

Provision may include:

- explicit teaching of key vocabulary and grammatical structures;
- modelling of sentence and paragraph structures;
- writing frames and sentence stems where appropriate;
- visual prompts, photographs, diagrams and digital resources;
- story maps, mind maps and other planning tools;
- opportunities to rehearse ideas orally before writing;
- partner and collaborative planning;
- drafting, editing and redrafting;
- opportunities for extended writing;
- explicit teaching of subject-specific writing conventions;
- opportunities for pupils to read and discuss their own writing;
- feedback linked to the learning intention and appropriate language targets.

Teachers should distinguish between errors that arise naturally during language acquisition and errors that prevent meaning or demonstrate a significant area for development.

Early Years Foundation Stage

The EYFS provides a particularly important foundation for children who are learning English alongside another language.

Practitioners will:

- gather information from parents and carers about the languages used at home;
- recognise and value children's home languages and cultural backgrounds;
- provide rich opportunities for communication and language development;

- use songs, rhymes, stories, repetition and actions to support language acquisition;
- use visual timetables, photographs, objects and gestures where helpful;
- model language clearly and consistently;
- provide opportunities for children to communicate through play, movement, art, music and other forms of expression;
- provide opportunities for children to develop and use their home language;
- ensure that learning opportunities are not dependent solely on the child's level of English;
- monitor children's communication and language development carefully;
- work closely with parents and carers to understand the child's previous experiences and development.

Where a child is learning English as an additional language, practitioners take care to consider whether any observed delay or difficulty reflects the process of learning English or indicates an additional developmental or learning need. This is consistent with the SEND Code of Practice and the EYFS framework.

Key Stage 1

In Reception, Year 1 and Year 2, teachers will build on the language-rich approach established in the EYFS.

Depending on the pupil's needs, provision may include:

- increased use of visual and practical resources;
- repetition and reinforcement of key vocabulary;
- songs, rhymes and stories;
- structured opportunities for talk and interaction;
- role play and imaginative play;
- carefully scaffolded reading and writing;
- visual timetables and classroom routines;
- opportunities to work and play with peers;
- close communication with parents and carers.

Pupils should be encouraged to participate fully in all aspects of classroom life and to develop confidence in using English for both social communication and learning.

Key Stage 2

In Key Stage 2, EAL support continues to focus on developing the academic language required for increasingly demanding learning.

Depending on individual need, provision may include:

- targeted vocabulary development;
- explicit teaching of subject-specific terminology;
- structured speaking and listening activities;
- sentence and paragraph scaffolds;
- pre-teaching of language required to access new topics;

- targeted reading comprehension support;
- support with the language of reasoning, explanation and evaluation;
- additional adult support where appropriate;
- a peer buddy system when helpful, particularly for new pupils;
- a One Page Profile or other summary of key strategies where appropriate;
- access to bilingual and dual-language resources where beneficial.

As pupils progress through Key Stage 2, support should increasingly enable them to work independently and confidently across the curriculum.

Equality, Inclusion and Participation

The Granville is committed to ensuring that EAL pupils have equality of opportunity and are able to participate fully in school life.

EAL pupils should have access to:

- the full curriculum;
- enrichment and co-curricular activities;
- trips and educational visits;
- sport and physical activity;
- music, drama and the arts;
- leadership opportunities;
- pastoral and wellbeing provision;
- assessment and feedback;
- opportunities to contribute their ideas and perspectives.

The school recognises and respects the diversity of pupils' linguistic, cultural and religious backgrounds. Pupils are encouraged to develop confidence in their identity while also developing the knowledge, understanding and respect required to participate positively in the wider community.

This approach supports the wider expectations placed upon independent schools concerning equality, respect for others, pupils' personal development and preparation for life in British society.

Partnership with Parents and Carers

The school recognises parents and carers as important partners in supporting language development.

Staff will:

- establish open and respectful communication with parents and carers;
- gather information about the languages spoken at home and the child's previous educational experiences;
- encourage parents to continue to talk, read and engage with their child in the home language;
- communicate clearly about the child's progress and any areas for development;
- seek parental insight when assessing a child's language development or wider learning needs;

- use interpreters or translated information where reasonably necessary to support effective communication.

Parents and carers should be encouraged to share information about their child's linguistic background, interests, strengths and experiences so that this can inform teaching and pastoral support.

Monitoring and Evaluation

The progress of pupils with EAL is monitored through the school's usual assessment and tracking processes.

Teachers and relevant leaders consider:

- attainment and progress over time;
- access to the curriculum;
- development of academic English;
- participation and confidence;
- reading and writing development;
- progress in individual language targets where these are in place;
- the effectiveness of classroom strategies and additional support.

The Director of Studies, Learning Development Department and relevant teaching staff review the progress and needs of EAL pupils as part of the school's wider curriculum and pupil progress processes.

The school census information relating to pupils' first language is maintained accurately in accordance with the DfE requirements for 2026–2027. The school does not assume or assign a pupil's language; information is obtained from the parent, guardian or pupil as required by the census guidance.

Responsibilities

The Headmistress and Director of Studies

The Headmistress and Director of Studies have overall responsibility for ensuring that the school's provision for pupils with EAL is effective and that the policy is implemented consistently.

Learning Development Department

The Learning Development Department:

- supports staff in identifying and responding to EAL needs;
- advises on appropriate strategies and interventions;
- monitors pupils where additional support is required;
- works with teachers and parents to understand individual needs;
- contributes to the identification of any potential SEND where concerns remain beyond language acquisition.

Teachers and Teaching Assistants

All staff are responsible for:

- maintaining high expectations for EAL pupils;
- ensuring that pupils can access and participate in learning;
- using appropriate language-support strategies;
- valuing pupils' home languages and cultures;

- monitoring progress and identifying concerns at an early stage;
- sharing relevant information with colleagues and parents;
- seeking advice when a pupil's needs are not being adequately met.

Review

This policy will be reviewed annually and updated where necessary to reflect changes in legislation, statutory guidance, school census requirements, EYFS requirements, SEND guidance and the needs of the school community.

Linked Policies and Guidance

- Curriculum Policy
- SEND Policy
- Assessment Policy
- Equality, Diversity and Inclusion Policy
- Safeguarding and Child Protection Policy
- Positive Education Policy
- Admissions Policy
- Early Years Foundation Stage Policy

Statutory and Government Guidance

This policy has been written with reference to the guidance and statutory frameworks applicable to the 2026–2027 academic year, including:

- Department for Education, **Complete the school census: Data items 2026 to 2027**.
- Department for Education, **Early years foundation stage (EYFS) statutory framework**, including the group and school-based providers framework applying from 1 September 2026.
- Department for Education and Department of Health and Social Care, **SEND Code of Practice: 0 to 25 years**.
- Department for Education, **Independent school standards guidance**, April 2026.
- Equality Act 2010 and relevant Department for Education guidance on equality in schools.