Fairfield
Prep School

EAL Policy

Document Management Information

Version Number:	Draft – 0.1
Policy Author:	Deputy Head Academic / Inclusion Lead
Approved By:	Head
Date Approved:	10/11/26
Review Cycle:	Annually
Next Review:	To be confirmed
Published Location:	School website

Revision History

Version	Update Information	Date
0.1	Initial draft for discussion	Oct 2026

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1. Introduction

1.1. Fairfield Prep values and celebrates linguistic and cultural diversity. We recognise that pupils with English as an Additional Language (EAL) bring valuable experiences, perspectives, knowledge and skills to the school community.
1.2. The School is committed to ensuring that pupils with EAL are fully included in all aspects of school life and have equitable access to the curriculum and wider opportunities.
1.3. We recognise that multilingualism is a strength and that maintaining and developing a pupil's home language can contribute positively to their identity, learning and development.
1.4. This policy sets out the school's approach to identifying and supporting pupils with EAL and to ensuring that their language needs are appropriately considered within teaching, learning, assessment and pastoral provision.
1.5. This policy should be read in conjunction with the School's:

- Challenge for All Approach document
- SEND Policy
- Curriculum Policy
- Admissions Policy
- Assessment Policy
- Equality, Diversity and Inclusion Policy

2. Aims

2.1. The School aims to:

- Enable pupils with EAL to develop confidence and proficiency in English.
- Ensure equitable access to the curriculum and wider school opportunities.
- Support pupils with EAL to achieve their academic potential.
- Foster an inclusive environment in which languages and cultures are respected and valued.
- Recognise and build upon the linguistic and cultural strengths pupils bring to school.
- Work in partnership with parents and carers to support language development, learning and wellbeing.
- Ensure that language acquisition is appropriately distinguished from special educational needs, whilst recognising that EAL and SEND needs may occur together.

3. Scope

3.1. This policy applies to pupils for whom English is an additional language and to

all staff involved in their education, care and support.

3.2. EAL is not, in itself, a special educational need (SEND). A pupil may, however, have both EAL and SEND needs. Where there are concerns about a pupil's progress or development, staff should consider the range of factors that may be contributing to those concerns and seek appropriate advice where necessary.

3.3. The principles within this policy apply across the academic, pastoral and co-curricular life of the school.

4. Key Definitions

4.1. English as an Additional Language (EAL)

4.1.1. A Fairfield pupil is identified as having EAL where a language other than English is spoken at home, or where English is not their first language.

4.1.2. EAL describes a pupil's linguistic background and does not indicate a particular level of English proficiency or ability.

4.1.3. Pupils with EAL may be at very different stages of English language acquisition. Some may require additional support to access learning in English, whilst others may be fully fluent and require little or no

4.2. Multilingualism

4.2.1. The ability to use or have knowledge of more than one language. Fairfield Prep recognises multilingualism as a strength and seeks to value pupils' home languages and cultural backgrounds.

4.3. Parent

4.3.1. References to parent include one or both parents, a legal guardian and, where relevant, an education guardian.

4.4. Head

4.4.1. References to the Head include any Deputy Head acting with delegated authority.

5. Identification and Assessment

5.1. The School will seek to understand pupils' linguistic backgrounds and identify where additional support may be appropriate.

5.2. Information may be gathered through:

- the admissions process;
- information provided by parents and carers;
- discussions with pupils;
- teacher observations;
- classroom assessment;
- attainment and progress information; and
- other relevant information about a pupil's educational and linguistic background.

5.3. Where appropriate, the school will assess a pupil's English language proficiency and use this information to inform teaching and support.

5.4. Progress will be monitored through normal school assessment processes, teacher observation and attainment information.

5.5. Where progress causes concern, the school will review the provision in place and consider whether further assessment, support or advice is required.

5.6. Identification of EAL should not, in itself, lead to assumptions about a pupil's ability or academic potential.

6. Teaching and Learning

6.1. Pupils with EAL will be supported primarily through high-quality classroom teaching.

6.2. Teachers will maintain high expectations for pupils with EAL whilst recognising that pupils acquire academic English at different rates and may require different levels of support at different stages.

6.3. Appropriate classroom strategies may include:

- clear modelling of spoken and written language;
- explicit teaching and reinforcement of key vocabulary;
- visual aids, diagrams and practical resources;
- structured opportunities for speaking and listening;
- opportunities to rehearse language before responding or completing written work;
- clear, concise and appropriately adapted instructions;
- breaking complex tasks into manageable steps;
- checking understanding regularly;
- providing appropriate opportunities for peer interaction and support;
- using sentence structures, prompts or other scaffolds where appropriate;

- providing opportunities to develop academic language alongside subject knowledge; and
- gradually reducing support as pupils develop confidence and independence.

6.4. Teachers should consider both the linguistic demands of a task and the underlying learning objective when planning appropriate support.

6.5. Support should enable pupils to access learning without unnecessarily lowering expectations or limiting opportunities for challenge.

7. Roles and Responsibilities

7.1. Head

7.1.1. The Head is responsible for:

- ensuring that appropriate provision is made for pupils with EAL;
- promoting an inclusive culture across the school; and
- ensuring that the principles of this policy are appropriately implemented.

7.2. Learning Support Coordinator / EAL Lead

7.2.2. The Learning Support Coordinator / EAL Lead will:

- advise staff on effective approaches to supporting pupils with EAL;
- support staff in identifying barriers to learning;
- monitor the progress and provision of pupils with EAL;
- liaise with teachers and parents where appropriate;
- contribute to the review of provision;
- support relevant staff development; and
- contribute to the development and review of this policy.

7.2.3. The specific arrangements for EAL leadership and responsibility within the school will be confirmed as part of implementation.

7.3. Teachers

7.3.1. Teachers are responsible for:

- identifying potential language barriers to learning;
- planning appropriate classroom support;
- maintaining high expectations for pupils with EAL;
- providing opportunities for pupils to develop academic and social language;

- monitoring pupils' progress and participation;
- communicating concerns promptly; and
- working collaboratively with colleagues and parents where appropriate.

7.4. All Staff

7.4.1. All staff have a responsibility to:

- promote an inclusive environment;
- value pupils' languages and cultures;
- avoid assumptions based on a pupil's linguistic background;
- encourage full participation in school life; and
- communicate relevant concerns or information to the appropriate member of staff.

8. Partnership with Parents

8.1. The school recognises the importance of positive relationships with families in supporting pupils with EAL.

8.2. The school will:

- encourage open and respectful communication with parents and carers;
- gather relevant information about a pupil's educational and linguistic background;
- share information about pupil progress where appropriate;
- recognise the expertise parents have regarding their child's language development and experiences;
- support families in helping children develop confidence in English; and
- encourage the continued value and appropriate development of pupils' home languages.

8.3. Where language presents a barrier to effective communication between home and school, appropriate arrangements will be considered.

9. Monitoring and Review

9.1. The progress, wellbeing and inclusion of pupils with EAL will be monitored through appropriate school processes, including:

- academic tracking;
- classroom assessment;
- teacher observation;

- pupil discussion and feedback;
- parent feedback; and
- review meetings where appropriate.

9.2. Provision will be adjusted in response to identified needs.

9.3. The school will consider whether pupils are:

- making appropriate progress in English;
- accessing the curriculum successfully;
- participating fully in school life;
- developing confidence and independence; and
- receiving appropriate support for their individual needs.

9.4. The effectiveness of EAL provision will be reviewed as part of the school's wider quality assurance and inclusion processes.

10. Equality and Inclusion

10.1. The school is committed to promoting equality of opportunity and ensuring that no pupil is disadvantaged because English is an additional language.

10.2. Pupils with EAL should have the same opportunities as non-EAL pupils

10.3. The school will seek to create an environment in which pupils' languages, cultures and identities are respected and valued.

11. Related Policies

11.1. This policy should be read alongside:

- Challenge for All Approach document
- SEND Policy
- Curriculum Policy
- Admissions Policy
- Assessment Policy
- Equality, Diversity and Inclusion Policy
- Safeguarding and Child Protection Policy

12. Confidentiality

12.1. Information relating to a pupil's language background, English language proficiency, educational history and any additional support provided will be treated sensitively and handled in accordance with the school's data protection, confidentiality and safeguarding requirements.

12.2. Information will be shared only with those members of staff who need it to support the pupil's education, wellbeing and inclusion. Relevant information may be shared with the pupil's teachers, pastoral staff, Learning Support Coordinator/EAL Lead and other appropriate colleagues to ensure that provision is consistent and effective.

12.3. Parents and carers will be involved appropriately in discussions about their child's linguistic background, progress and support. Information provided by families will be treated respectfully and used to inform the pupil's educational provision.

12.4. Confidential information will not normally be disclosed outside the school without appropriate consent, unless there is a legitimate educational, safeguarding or legal reason to do so.

12.5. Staff should exercise professional discretion when discussing a pupil's EAL status and should avoid language or practices that could cause embarrassment, stigma or disadvantage. A pupil's EAL status should be understood as information about their linguistic background rather than an indicator of ability or attainment.

12.6. All records relating to EAL provision will be managed in accordance with the school's data protection and record-keeping requirements.

13. Record Keeping

13.1. All records will be managed in accordance with the school's data protection and record retention policies.

14. Publication and Availability

14.1. This policy is made available to parents of pupils and prospective pupils via the school's website.

14.2. A hard copy is available on request.

15. Review of Policy

15.1. This policy will be reviewed every two years or earlier if significant updates are required.

Appendix 1: Staff Guidance – EAL Identification and Support

This appendix provides practical guidance for staff and may be amended as the school's EAL provision develops without requiring changes to the main policy.

1. Identifying Need

When considering a pupil's needs, staff should take account of:

- the pupil's home language or languages;
- their previous educational experience;
- their stage of English language acquisition;
- their ability to understand and use spoken English;
- their ability to access written English;
- their confidence in communicating with adults and peers;
- classroom assessment and attainment information; and
- any other factors that may affect learning.

A pupil's use of another language should not, in itself, be viewed as an indicator of low attainment or SEND.

Where concerns persist, staff should discuss these with the Learning Support Lead / EAL Lead and consider whether additional assessment or support is appropriate.

2. Classroom Support

Staff should consider:

Language

- What vocabulary does the pupil need in order to access the learning?
- Which instructions or explanations may require additional support?
- Are opportunities provided for pupils to rehearse and use new language?

Access

- Can the pupil demonstrate the intended learning without unnecessary language barriers?
- Are visual, practical or contextual supports appropriate?
- Are instructions clear and broken into manageable stages?

Participation

- Does the pupil have structured opportunities to speak and listen?
- Are peer interactions purposeful and supportive?

- Is the pupil encouraged to participate rather than being allowed to remain passively engaged?

Challenge

- Are expectations appropriately high?
- Is language support being used to provide access rather than to reduce the level of intellectual challenge?
- Is support being gradually reduced as confidence and independence develop?

3. Monitoring

Teachers should monitor:

- progress in English;
- progress within the wider curriculum;
- participation and confidence;
- independence;
- wellbeing; and
- the effectiveness of strategies being used.

Information should be shared with the Learning Support Coordinator / EAL Lead where appropriate.

4. Partnership with Families

Staff should seek to understand and value the pupil's linguistic and cultural background.

Parents and carers should be encouraged to continue supporting the development of the home language alongside English.

Where there are concerns about a pupil's progress or wellbeing, communication with parents should be timely, constructive and focused on identifying appropriate support.

5. School-Specific Arrangements – To Be Confirmed

The following operational details should be agreed before final approval of this policy:

- Named EAL Lead.
- Assessment approach / assessment tool.
- Process for recording EAL information.
- Criteria for identifying pupils requiring additional EAL support.
- Arrangements for monitoring EAL progress.

- Reporting arrangements to senior leaders and governors.
- Staff training and professional development.
- Arrangements for supporting communication with families where required.
- Any external agencies or specialist services used by the school.

These arrangements should be reviewed periodically and updated as necessary.