



COLLEGIATE

INDEPENDENT CO-EDUCATION
FROM NURSERY TO SIXTH FORM

Policy Title:

Provision for pupils with English as an Additional Language (Whole School)

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References:

Curriculum Policy (Prep and Senior School)
Learning Support Policy (Whole School)
Equal Opportunities Policy (Whole School)
SEND Code of Practice, 2015
Equality Act (2010)

Author: Assistant Head (Academic) and Head of EAL

Version	Date	Amendments
1.9	08.24	Reviewed, minor amendments
1.10	05.26	Reviewed, minor amendments. Inclusion of Junior School.

This policy is made available to parents of all pupils on the school website (www.collegiate.org.uk) and on request from the School Office. It is available to staff at the school from the school network, the Staff Handbook, the school website, and the School Office on request. The content of this policy is discussed directly with new staff upon induction to the school, and regular training on this policy is provided to all staff.

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Introduction

Collegiate School admits a small number of students with English as an additional language (EAL). These students include:

- Students arriving from other countries whose first language is not English
- Students who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home
- Students who have been born in the UK, but for whom the home language is not English
- Students who have a parent who speaks a language other than English and who the student communicates with in that language (i.e. bilingual children).

In line with the school's overarching aims, we believe that:

- All EAL students should be provided with a broad, balanced and relevant curriculum.
- All EAL students should be provided with equal opportunities to achieve their potential.
- All EAL students should be supported to become confident in the literacy and oracy skills required for effective participation in higher education and employment.

To achieve this, many EAL pupils receive one-to-one or small-group EAL tutorials to develop their English speaking, listening, reading, and writing skills.

Many of our EAL students are academically able. The procedures outlined below are designed to address the needs of students who require additional support with the English language but also, importantly, to make provision for students who are bilingual or multilingual and offer them the opportunity to achieve academic excellence in languages other than English.

The EAL Register available on the school Learning Support SharePoint shows which students have been identified as having English as an Additional Language throughout the school. The Head of EAL in the Senior School conducts 1:1 discussions with pupils on the register to have a better overview of pupils' profiles and regularly updates the EAL register accordingly.

During the admission process, parents complete a Language and Ethnicity Form to help us identify these pupils. It includes all bilingual students as well as those for whom English is not spoken at home (EAL).

CNED Programme

Collegiate admits a small number of students from France whose families have temporarily relocated to the South West. These students are supported through our CNED Programme (Centre National d'Enseignement à Distance – France) or Griffon programme in the early years delivered by FAST Tutoring. This programme enables students to develop English language skills through immersion in aspects of the English curriculum (taught in English, with differentiated support) while following the French CNED curriculum (taught in French), ensuring they can re-integrate into the French educational system on their return to France. Students are withdrawn for CNED lessons, which take place using a weekly timetable and, where appropriate, occur during subjects taught by CNED. Pupils can still attend lessons in Core subjects. Some students also receive EAL support and tuition whilst others are closely monitored throughout the year.

Identification of the learning needs of students whose first language is not English

Before entry

As part of our admissions process, parents complete a Language and Ethnicity form that identifies the first language spoken by their child and any additional languages spoken. This information is added to the EAL Register log, which the Head of EAL maintains in the Senior School and the SENDCo in the Prep School, and is made available to staff on the school Learning Support SharePoint.

Where possible, pupils' language skills are assessed before entry to the school and during the first term.

At the Early Years Foundation Stage, liaison with staff before entry, through taster days or home visits, provides an opportunity to discuss language skills. Once a pupil has been admitted to Pre-School or Reception, language skills are assessed through the Early Learning Foundation Stage framework and against the five new codes to assess EAL pupils (See Appendix 2).

In the Pre-Prep and Junior Departments, pupils' language skills are assessed through an internally produced writing paper that tests their continuous writing, spelling, and grammar skills. This provides an initial assessment of individual pupils' language skills and abilities for

the SENDCo, the Head of English, and the Senior Management Team, allowing them to identify students who may need additional language and literacy support.

In the Senior School, pupils sitting the Entrance Examinations have their English language skills assessed through CEM online or paper-based assessments, including Reading and Verbal Reasoning tests. They also complete an internally produced writing paper that tests their continuous writing, spelling, and grammar skills. This provides an initial assessment of individual pupils' language skills and abilities for Learning Support, the Head of EAL, the Head of English, and the Senior Management Team, allowing them to identify students who may need additional language and literacy support.

Pupils entering the English education system, including those joining our CNED Programme, complete a Common European Framework of Reference (CEFR) test – see figure below- in English to establish a baseline of their competency level in English. This test is repeated termly to assess progress with English language acquisition and skills.

Pupils in Year 7 complete the online Lucid Exact assessment, which measures accuracy, comprehension, and reading speed, as well as spelling. This supplements the Entrance examination information and provides a more current language and literacy skills profile for students who may need additional support. These assessments provide a broad picture of ability and indicate where support may be needed to develop literacy skills. The Head of EAL and the Director of Learning Support review this initial assessment.

At the end of each academic year for pupils in Years 7-9, the Learning Support department organises a Lucid test. This enables the Head of EAL and the Director of Learning Support to track progress in reading and comprehension skills to identify those in need of additional support.

Teachers also play an important role in identifying and monitoring the needs and progress of EAL students in their lessons, by listening to them talk/read and assessing their written work. They should also seek to celebrate language and cultural diversity where relevant and appropriate.

Support

The support given to EAL students will depend upon their individual needs. Having English as an additional language does not mean a student has a Special Educational Need. They may still require support to access the curriculum to their full potential. If a student requires support, the Head of Prep School, the SENDCo, and/or the Head of EAL in the Senior School will contact parents so they can be fully involved and informed about the provision planned for their child and their child's progress.

Pupils who require withdrawn interventions and/or in-class support are identified on the Learning Support register and the EAL register. This is available to staff on the network on the Learning Support SharePoint. A range of support may be offered:

- At EYFS stage, pre-school and Reception children benefit from a visually rich environment with opportunities for language to be modelled and vocabulary extended

through play. Makaton may be used as a form of early communication, and nurture groups using 'A Time to Talk' may also be implemented as needed.

- One-to-one tutorials with an EAL tutor or the Learning Support Department.
- Small group tutorials with an EAL tutor or the Learning Support Department.
- In-class support from a Teaching Assistant.
- Support with language skills from the class teacher –for example, in the use of writing frames, key word grids, sentence starters, modelled answers, literacy marking and target setting focused on language and literacy skills.
- Children's reading is fostered and encouraged through regular reading checks and motivational stickers by classroom teachers and the Head of English in the Prep School. Additional support from a classroom assistant to hear readers is also available, as needed.
- The use of technology, where appropriate, to help with translation and to access work in class.
- Use of apps, such as Linguascope, to help with vocabulary and conversational language.
- The explicit teaching of Functional English in English lessons in Year 7 and Year 8.
- The school operates a Reading Mentors scheme in the Senior School which a Higher-Level Teaching Assistant runs for those students who need additional support with their reading, some of whom may have EAL. Students identified as needing additional support with reading are matched with Sixth Form Reading Mentors who listen to them read aloud weekly and check pupils' comprehension skills and understanding of new vocabulary.

The Language Ambassadors Scheme

Language Ambassadors are students who actively promote a world language in addition to English. They recognise the value of multilingualism in our global economy and multicultural society. The scheme aims to help students develop their leadership skills; work as part of a team and organise events; increase their knowledge about a particular language and culture; spread a multicultural and diverse ethos in school and in our community; and engage with pupils from other year groups. They create resources to share with Form Tutors; lead whole-school assemblies and lunchtime events; and create a newsletter at the end of each term. They organise events and activities around the calendar to celebrate the European Week of Languages, Mother Tongue Day, Chinese New Year, Africa Day, etc. The scheme is led by senior students, called 'Language Ambassador Presidents' who supervise the running of the programme and report to the Head of EAL. Each represented language has a committee led by a Senior Ambassador for the language. The application process happens during Autumn Term 1. In a typical year, there might be 21 language ambassadors covering 15 languages and cultures.

EAL Action Plan

Every year, the Head of EAL updates the EAL Action Plan to identify targets, support and training needs, and required actions.

The role of the classroom teacher

The Teachers' Standards clearly state that teachers should:

'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'

DfE: Teachers' Standards Guidance for school

leaders, school staff and governing bodies (2021)

- Teachers are responsible for identifying the EAL students they teach. This is done by consulting the EAL register and the Learning Support register, which detail the specific needs of students receiving withdrawn interventions and/or in-class support.
- Teachers should make appropriate provision for EAL students within their classrooms to ensure that they can access the curriculum and fulfil their academic potential. Please see Appendix 2 for examples.

Safeguarding and EAL Vulnerabilities

Collegiate School recognises that pupils with English as an Additional Language (EAL) face additional safeguarding risks and that limited language proficiency or recent arrival may hinder their ability to report concerns. Staff are trained to remain highly vigilant for non-verbal signs of distress. The EAL department operates a close liaison protocol with the Designated Safeguarding Lead (DSL), ensuring that communication support is in place to enable EAL pupils to safely express their views and report any concerns.

EAL and SEND Assessments

In line with DfE guidance, Collegiate School exercises particular care when assessing EAL pupils to differentiate between language acquisition and underlying Special Educational Needs and Disabilities (SEND). Where a pupil on the EAL register continues to make less than expected progress despite high-quality classroom teaching, the Head of EAL and the Director of Learning Support will conduct a joint diagnostic screening. This ensures that bilingualism does not mask an underlying learning difficulty and that JCQ exam access arrangements are based strictly on underlying difficulties in the pupil's first language.

Policy Evaluation and Review

This policy is reviewed bi-annually by the Director of Learning Support and EAL, the Head of EAL in consultation with the Head of Prep School, the Prep School SENDCo and the Assistant Head (Academic) in the Senior School.

Appendix 1: Exemplar Strategies to support EAL learners in the classroom

The following are useful strategies to use to support EAL learners in the classroom.

- Taking into consideration the level of a student's language skills and proficiency when planning lessons, setting assessment tasks and assessing work.
- Positively identifying and praising what a student has learnt and understood.
- Explicitly identifying and defining key words and terminology (Key Word and Command word sheets) to be used during the topic/lesson.
- Using visual support e.g. pictures, artefacts, videos, to support comprehension.
- Being aware of aspects of spoken English that may confuse – for example, idiomatic English.
- Using a limited range of instruction language and question forms. Keeping instructions clear and to the point. Repeating instructions given verbally and encouraging the student to ask if they do not understand.
- Providing bilingual dictionaries and a simple English-only dictionary for EAL learners. Utilising iPads provided for pupils with basic levels of English.
- Providing writing frames, word banks and sentence starters to scaffold writing.
- Modelling writing/answers or providing exemplar models.
- Creating 'safe' opportunities for EAL students to practise spoken English – for example, pair or small group discussion before whole-class discussion.
- Use of literacy marking to focus on selected common errors (rather than marking all errors, which can be demotivating).
- Use activities to support reading and extracting information, for example:
 - Sorting/matching/spotting/sequencing activities
 - Labelling – choosing/matching/writing
 - Activities with missing words, phrases or sentences
 - Cut up text/pictures for learner to re-sequence
- Target setting and dialogue marking focusing on language and literacy skills
- Identification of gifted bilingual or trilingual students to ensure provision, where appropriate, is made for those students to sit external examinations or early entry for examination.
- Promoting the use of the student's first language (at home) for content learning and key concepts. This will enhance, not hinder, the acquisition of English. Students who are literate in their first language tend to make faster progress than pupils who are not. They should be encouraged to use these skills to support their learning.

Appendix 2: The Bell Foundation levels

The five codes to assess EAL pupils:

A New to English

The pupil may:

- Use first language for learning and other purposes.
- Remain completely silent in the classroom.
- Be copying/repeating some words or phrases.
- Understand some everyday expressions in English but may have minimal or no literacy in English.

Needs a **considerable** amount of EAL support.

B Early Acquisition

The pupil may:

- Follow day-to-day social communication in English and participate in learning activities with support.
- Begin to use spoken English for social purposes.
- Understand simple instructions and can follow narrative/accounts with visual support
- Have developed some skills in reading and writing.
- Have become familiar with some subject-specific vocabulary.

Still needs a **significant** amount of EAL support to access the curriculum.

C Developing Competence

The pupil may:

- Participate in learning activities with increasing independence.
- Be able to express self orally in English, but structural inaccuracies are still apparent.
- Be able to follow abstract concepts and more complex written English.
- Literacy will require ongoing support, particularly for understanding text and writing.

Requires **ongoing** EAL support to access the curriculum fully.

D Competent

- Oral English developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts.
- Written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

Needs **some/occasional** EAL support to access complex curriculum material and tasks.

E Fluent

- Can operate across the curriculum to A Level of competence equivalent to a pupil who uses English as a first language.
- Operates without EAL support across the curriculum.

Appendix 3: On-Boarding and Timeline of Integration for new EDF pupils

1. Pre-Arrival or First Day: Warm Welcome

- **Prepare a "Welcome Pack":**
 - Simple map of the school with key places labelled.
 - Visual timetable (pictures of lessons and activities).
 - Simple English–French glossary of important school words ("lunch," "breaktime," "assembly").
- **Assign two Buddies:**
 - Choose kind, patient pupils (one English to encourage friendship with English pupils and one French to encourage integration).
 - Train buddies a little — show them how to be supportive (gestures, pointing, including).
- **Welcome Poster:**
 - Put up a "Bienvenue!" poster with the pupil's name and flag in the Prep School.

2. First Weeks: Build Routine and Understanding

- **Visual Supports Everywhere:**
 - Label classrooms with pictures and words (e.g., "door / porte," "teacher / enseignant(e)") in the Prep School.
 - Use lots of pointing, gestures, modelling, and simple language.
- **Assign iPads:**
 - Assigned to those pupils who can access and use the iPads, and training given on how to access the translation tools.
- **Daily Check-Ins:**
 - A short (2–5 minute) check with a designated adult each morning to help settle and explain anything confusing.
- **Simple Key Phrases First:**
 - Teach survival phrases early like "toilet?", "help?", "where?", "finished?", "play?" with signs.
- **Coffee Morning - Welcome Meeting**
 - Headteachers and the Head of EAL in the Senior School to have a Welcome Morning with families of new pupils. This will help integrate families and signpost support.

3. Classroom Participation: Focus on Inclusion Before Language

- **Non-verbal participation:**
 - Art, music, PE, dance — these help children join in without needing lots of English.
- **Structured Talk Partners:**
 - Use paired work — a good way to practise English with support, not pressure.
- **Flexible Response Options:**
 - Accept pointing, showing, drawing, acting out answers — not just speaking or writing.

4. Language Development: Step-by-Step

- **Dual Language Resources:**

- Give opportunities to read in French AND English when possible (bilingual books, apps).
- **Targeted Small Groups:**
 - Short, fun language sessions focusing on basic vocabulary (colours, numbers, feelings).
- **Sentence Stems and Frames:**
 - Provide beginnings of sentences orally and visually: ("I think...", "I see...") to scaffold speaking.

5. Family Engagement: Key to Success

- **Home–School Communication:**
 - Use translation apps if needed for newsletters, key messages.
 - Invite parents to informal meetings or coffee mornings — build trust early.
- **Invite FAST Tutor to meet parents after 1 or 2 weeks**
 - Meeting in the Hall with relevant staff and parents
- **Celebrate their Background:**
 - Invite children and parents to share French customs, songs, and celebrations if they want.
 - Encourage students to become Language Ambassadors in the Senior School.

Important Principles to Remember:

- **Celebrate Multilingualism:** Their French skills are a positive, not a problem.
- **Focus on Confidence First:** Confidence *precedes* language development.
- **Be Patient with Silent Periods:** Some pupils may observe silently for weeks — that's okay and normal.
- **Small Wins are Big:** Smiling, participating in a game, understanding an instruction — all real achievements.

Timeline for EAL Pupil Integration (French pupils)

Before Arrival / First Day

- Prepare "Welcome Pack" (visual timetable, glossary, school map).
- Set up a buddy system.
- Create a welcome poster ("Bienvenue [Name]!").
- Brief teachers and key staff.

First Week

- Give a school tour (with lots of pointing and smiles).
- Introduce Buddy formally.
- Go through the visual timetable daily.
- Morning adult check-ins (5 min).
- Focus on non-verbal activities (art, PE, music).
- Teach survival words (toilet, break, lunch, yes/no, help).

First Month

- Start "Talk Partners" for small bits of language practice.
- Introduce sentence stems orally ("I like...", "I see...").
- Accept pointing, gestures, drawings as communication.
- Offer dual language books at reading time.
- Invite parents to an informal chat (coffee morning, storytime visit).
- Praise participation *more* than accuracy.

End of First Half-Term (~6 weeks)

- Review language development informally.
- Set simple goals (e.g., "Can say 5 key classroom instructions").
- Celebrate their first achievements publicly.
- Adjust Buddy arrangement if needed (fresh buddies can help keep it social).

End of First Term (~12 weeks)

- Encourage more verbal participation in whole-class discussions (with scaffolding).
- Possibly start small targeted EAL group sessions.
- Invite family to contribute something cultural (song, food, tradition) if they wish.
- Plan next steps depending on child's language confidence.

Golden Rules Across All Weeks

- Keep visual supports visible.
- Keep routines predictable and explained clearly.
- Celebrate identity — multilingual = powerful.
- Be patient with silent periods — they're natural and healthy.