

EAL (English as an Additional Language) Policy Junior School

ISI Regulation	
Reviewed by	Rhona Carter, Neurodiversity & Learning Support & Sarah Chittenden, Deputy Head Junior School
Date	May 2026
Date of next review	May 2027

STATEMENT OF VALUES

Enabling all pupils to participate in the full range of school life and activities, and to reach their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of Wimbledon High School and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect for all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

MISSION STATEMENT

Stepping in: we aim for every girl to feel known, supported, confident and able to shine at Wimbledon High.

Striding out: we aim for every girl to leave us prepared to shape the society in which she lives and works.

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996, 2002
- The Equality Act 2010, 2014
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and Wimbledon High School Admissions Policies
- GDST Exclusion Policy
- Wimbledon High School Safeguarding and Child Protection Policy
- Wimbledon High School Behaviour Policy
- Wimbledon High School Anti-Bullying Policy
- Wimbledon High School Teaching and Learning Policy

This policy and the school's EAL provision are informed by the Department for Education.

The policy will be reviewed every year by the Junior School Head of Neurodiversity (JSHON) informed by consultation with other staff, parents/carers and pupils.

This document should be read alongside the Wimbledon High Junior School SEND policy.

DEFINITION OF EAL

The following categories are defined by the Department for Education. They are closely related and are, together, intended to identify students with a multilingual background and capture the range of languages spoken in the school.

They do not relate to competency in English: the majority of our 'EAL' pupils are fully fluent.

EAL

A pupil is deemed to have English as an Additional Language if they use a language other than English for a significant number of interactions at home or in the community. If this is the case for a girl, then 'Yes' should be recorded in the EAL field. This applies whether she is an English language learner or fully fluent in English.

FIRST LANGUAGE

The DfE definition of First Language is:

"First language is the language to which the child was exposed during early development and continues to use in the home or in the community. If a child was exposed to more than one language (which may include English) during early development the language other than English is recorded, irrespective of the child's proficiency in English. In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses only another language, the school consults with the pupil or parent to determine which language should be recorded."

The GDST intends that all schools collect data in relation to First Language according to this definition.

HOME LANGUAGE

A home language is the language, or languages, that families use for most interactions at home. If a girl uses a language other than English for most interactions at home, then the language most used should be selected.

We recognise that a significant number of our pupils are exposed to more than one language at home. The vast majority of EAL students sit within band E (fluent) of the Bell Foundation's EAL framework. Where appropriate, support is available for the pupils by the teaching staff to overcome any presenting barriers. Bilingualism and multilingualism is actively promoted, and a specific provision exists to cater for advanced speakers of French and Spanish in the junior school.

AIMS AND OBJECTIVES

We aim to ensure that pupils have equality of access to the curriculum. We promote the principles of fairness and justice for all pupils, through the education that we provide, so that our pupils can realise their full potential academically and socially and to develop as responsible citizens.

The aims of the school:

- EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential;
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs;
- EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- They are actively encouraged to participate in extracurricular activities;
- The views of the pupil are sought and considered;
- Parents/guardians are encouraged to play a role in EAL pupils' education;
- Appropriate resources are available and are used in the school;
- EAL pupils are enabled to achieve their potential both in the classroom and through additional support where appropriate, including the use of appropriate access arrangements for internal and external assessments;
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are actively supported and celebrated.

IDENTIFYING EAL

When planning appropriate provision and communication between staff and parents, EAL pupils' competence in English is assessed at the beginning of term in Reception. This is carried out through 1:1 and small group conversations. For all other year groups this is through verbal or written reading comprehension as appropriate.

TEACHING AND LEARNING

We take action to help pupils for whom English is an additional language by various means:

- As part of the enrolment procedure, all families new to the school are asked to complete an EAL questionnaire identifying their family language(s);
- The list of EAL pupils is regularly updated and available to staff. Staff are trained in how to access this information;
- EAL pupils are encouraged to transfer their knowledge, skills and understanding of one language to another building on the girls' experiences of language at home and in the wider community. This enables their developing use of English and other languages to support one another;
- A range of materials is provided to broaden the pupil's experience of the English language, ensuring that there are effective opportunities for talking to support writing.

EYFS PROVISION FOR EAL PUPILS

In the EYFS at WHJS we encourage children to develop language (home and English) through play and other meaningful learning opportunities. Children are immersed in a rich language environment where English is modelled by both adults and their peers which supports the development of a good standard in English. Children are given the confidence to communicate using their developing and newly acquired language skills whilst communication in their home language is also valued. As part of our curriculum we invite families into school to share celebrations from their own cultures or home countries which can lead to the sharing of other languages.



PROVISION FOR EAL PUPILS (Years 1-6)

In addition to quality first teaching (our universal provision) across the curriculum, within the Junior School we support EAL pupils to improve their English language skills through a range of co-curricular activities such as chatterbox club, preparation for English Speaking Board assessments, debating club and writing clubs (Pipsqueak).

IDENTIFYING SEN IN EAL PUPILS

Children are not regarded as having a learning difference solely because the language or form of language of their home is different from the language in which they will be taught. However, when EAL pupils do not make anticipated progress this may indicate learning differences. Once reasonable adjustments have been implemented in the classroom, if the expected progression has not been made, then the school's usual cause for concern process will be triggered.

IDENTIFYING GIFTED AND TALENTED EAL PUPILS

Staff are alert to actual or potential high ability in EAL pupils, and they are identified and supported appropriately.

COMPLAINTS ABOUT EAL PROVISION

If a parent has a concern about EAL provision he/she in the first instance should raise the concern with the class teacher. If a parent wishes to make a complaint they should refer to the School's complaints procedure. This policy should be read in conjunction with the SEND Policy, GDST equal opportunities, anti-bullying and GDST inclusion policies.