

English as an Additional Language Policy – Senior School

ISI Regulation	Section two, Part 1(1)(b)(i)
Reviewed by	Martyna Sobczak Roberts, Head of Neurodiversity
Date	September 2026
Date of Next Review	September 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

PRINCIPLES OF EAL PROVISION AT WIMBLEDON HIGH SCHOOL

Pupils who use English as an Additional Language are supported to access a broad, balanced and relevant curriculum and to participate fully in class and co-curricular activities. Bilingualism and multilingualism are assets which are recognised and celebrated across the School.

EAL is not a special educational need. Some pupils who use EAL may also have SEND and some may be highly able. The School therefore distinguishes between EAL status and an identified need for language support.

DEFINITION

The Department for Education records a pupil as using EAL if she is 'exposed to a language at home that is known or believed to be other than English'.

This includes pupils who are fully bilingual and pupils at different stages of learning English. Pupils may have been born in the UK, may use English as their strongest language, or may be fluent or semi-fluent in another family language. EAL status is not a measure of English proficiency, academic ability, nationality or recent immigration.

Where it is helpful to describe a pupil's current English proficiency, the School refers to the Bell Foundation's five broad levels:

- 1. New to English** – The pupil has very limited English and relies heavily on visual cues and basic classroom language.
- 2. Early Acquisition** – The pupil is beginning to process spoken English more independently and can respond in simple interactions.
- 3. Developing Competence** – The pupil communicates with increasing confidence and is developing control of functional spoken and written English.
- 4. Competent** – The pupil engages with more complex texts and discussions but may continue to need support with academic language.
- 5. Fluent** – The pupil uses English effectively across social and academic contexts, with minimal or no additional language support.

Most pupils at Wimbledon High who meet the DfE definition of EAL are fluent and do not require additional support.

AIMS OF THE POLICY

- to enable all pupils to participate in the full range of school life and activities, and to succeed to their individual potential;
- to create a positive learning environment;
- to reflect through the whole-school ethos the value placed on diversity and the respect accorded to all individuals;
- to support EAL needs as a collective, whole-school responsibility, believing that all teachers are teachers of pupils with individual needs.

ROLES AND RESPONSIBILITIES

EAL provision is managed through the School's existing academic, pastoral and Neurodiversity structures. The School does not have a separate EAL department or EAL coordinator.

In the Senior School, the Assistant Head Academic has strategic oversight. Heads of Year coordinate concerns and communication with pupils and families. The Head of Neurodiversity and SENDCo advises on language needs, support strategies and any possible overlap with SEND.

In the Junior School and EYFS, the Head of Junior School or delegated member of the Junior School Senior Leadership Team oversees provision, working with class teachers and the Head of Neurodiversity and SENDCo as appropriate.

All teachers are responsible for ensuring that pupils understand classroom instructions, can access lesson materials and are supported with the language demands of their subjects. Teachers should implement appropriate classroom strategies, monitor their impact and raise concerns with supporting evidence.

IDENTIFICATION

Identification on entry

As part of registration and admissions procedures, parents are asked to identify the language or languages spoken at home. A pupil may also be identified as using EAL during the admissions process. The School may admit pupils who use EAL where they meet the academic criteria and are able, with appropriate support, to benefit from the curriculum.

Where admission or joining information suggests an ongoing language-support need, relevant information will be shared with the Head of Year or Junior School lead and the Head of Neurodiversity and SENDCo. They will advise teachers on appropriate support.

Ongoing identification

EAL needs may become apparent as curriculum language becomes more complex. Staff should remain alert to pupils who communicate fluently in everyday English but experience difficulty with subject-specific vocabulary, inference, extended writing, genre, register or examination language. Where concerns arise, the Head of Year or class teacher will gather evidence from relevant teachers, the pupil and her parents or guardians. Assessment should consider speaking and listening, reading and writing as relevant, together with work samples, curriculum knowledge, previous schooling and experience of learning through English.

PROVISION

For pupils with identified EAL needs, classroom adaptations and additional support will be matched to the individual pupil. Relevant staff will have access to concise information about the pupil's needs and agreed strategies.

Depending on need, teachers may:

- pre-teach and explicitly teach subject-specific vocabulary; For each subject, a comprehensive list of subject-specific vocabulary and key terms is available on Firefly and can be found here: [Key Terminology by Subject](#)
- use detailed visual resources, worked examples and subject glossaries;
- model spoken and written responses, including grammar and sentence construction;
- teach explicitly how genre, register, style and format vary across subjects and tasks;
- provide structured discussion or rehearsal before writing;
- chunk instructions, check understanding and allow additional processing time; and
- provide temporary scaffolding which is reduced as the pupil becomes more independent.

Where classroom support is insufficient, the Head of Year will consult Head of Neurodiversity and SENDCo and the relevant academic lead.

A short support plan may be agreed with a student and her parents, identifying the concern, strategies or intervention, responsible staff and a review date.

In exceptional circumstances, parents may be advised to seek specialist assessment or private EAL tuition, including support from Wimbledon School of English. External support complements the provision made within school. It is important to note that the cost of the intervention at WSE is to be borne by the parents, unless the student is eligible for a bursary. This aspect should be communicated sensitively to the parents during the discussion of intervention options.

PROGRESS AND REVIEW

The progress of a pupil with an identified EAL need will be monitored in the same way as that of other pupils, with additional attention to the areas of language identified as a barrier.

The review will consider classroom evidence, progress in the identified language areas, academic participation and the views of the pupil and her parents or guardians. Support will be continued, adjusted, concluded or referred externally according to the evidence.

Pupils and families should understand the concern; the support being considered and the outcome of the review.



IDENTIFYING SEND IN PUPILS WHO USE EAL

A pupil must not be regarded as having SEND solely because the language used at home differs from the language of instruction. Equally, EAL must not delay investigation where a pupil's progress or pattern of difficulty may indicate SEND.

The Head of Neurodiversity and SENDCo will work with academic and pastoral staff to consider performance across subjects, progress over time, English proficiency, previous education, information about the home language and the views of the pupil and family. Where both EAL and SEND needs are present, they will be identified and supported separately.

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.

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Appendix:

FURTHER SUPPORT AND RESOURCES:

In addition to the provisions outlined in this policy, students seeking further support with their English language acquisition can find additional resources and assistance as follows:

1. **Subject-Specific Vocabulary and Key Terms:** For each subject, a comprehensive list of subject-specific vocabulary and key terms is available on Firefly and can be found here: [Key Terminology by Subject](#)
2. **Referral to Wimbledon School of English (WSE):** In instances where a student's English language proficiency requires additional intervention beyond what is provided within the school, the following steps will be taken to refer the student to Wimbledon School of English:
 - a. **Initial Assessment:** The Head of Year (HoY) will conduct a round-robin assessment via CPOMS to identify the need for intervention.
 - b. **Parental Contact:** If a need for intervention is identified across multiple subjects, parents will be contacted to discuss the findings and potential next steps.
 - c. **Ten-Week Intervention Plan:** An initial ten-week intervention plan, including an assessment at WSE, will be proposed and discussed with parents. This intervention plan will outline suggested measures to support the student's English language development.
 - d. **Financial Considerations:** It is important to note that the cost of the intervention at WSE is to be borne by the parents, unless the student is eligible for a bursary. This aspect should be communicated sensitively to the parents during the discussion of intervention options.
 - e. **Confidentiality:** In line with the ND process for referrals ([ND at WHS](#)), teachers should refrain from directly discussing the potential need for EAL intervention with the student or parents. Instead, any concerns should be referred to the HoY and Assistant Head (AH) Academic for further assessment and action.

By providing clear avenues for accessing subject-specific resources and outlining the steps for referral to external support services such as Wimbledon School of English, we aim to ensure that all students receive the necessary assistance to thrive academically at WHS.