



OLD BUCKENHAM HALL

A leading co-educational preparatory school for children aged 2-13 years

English as an Additional Language (EAL) Policy

OBHP53

Policy owner: Head of Learning Success
Date of issue: September 2019
Date last reviewed: August 2026
Next review due: August 2027

English as an Additional Language Policy

Contents:

1 - Introduction

2 - Aims

3 - Definitions

4 - Curriculum and Assessment

5 -EAL Register

6 - Pastoral Care

7- Complaints

8 - Monitoring Arrangements

1 INTRODUCTION

OBH is committed to providing appropriate teaching and resources for pupils with English an additional language (EAL). We recognise that these pupils are likely to have cognitive skills, academic knowledge, and potential comparable to their native English-speaking peers, even if their communicative English is still developing. Consequently, their ability to engage with the full curriculum may well exceed their current fluency. We are fully committed to ensuring inclusive access to the curriculum and full participation in all aspects of school life

2 AIMS

At Old Buckenham Hall School our aims for our EAL provision are:

- To grant all EAL pupils full access to a broad, balanced curriculum while maintaining high cognitive expectation (ensuring lack of fluency is never mistaken for lack of ability).
- To ensure swift, rigorous identification of EAL pupils upon entry and develop their language acquisition alongside academic progress.
- To ensure EAL children are encouraged to take a full and active part in all aspects of school life.
- To celebrate pupils' home languages, cultural backgrounds, and international perspectives as assets to the school community.
- To eliminate potential language barriers to safeguarding, pastoral care, and co-curricular opportunities.
- To enable all staff to take responsibility for recognising and addressing individual needs of pupils with EAL in line with the Equality Act 2010

- To establish active, clear communication channels with parents and carers who may also face English language barriers.

At Old Buckenham Hall school all children, including those with EAL, should be supported in appreciating, understanding and displaying British values and cultures. This will be encouraged whilst maintaining an indebtedness to their own culture and language.

3. DEFINITIONS

English as an Additional Language (EAL)

Any pupil for whom English is not their first or primary language, including international pupils who are also boarders and speak another language at home or with family, regardless of their prior instruction in English or current level of fluency.

Bilingual Pupil:

A pupil who communicates in two languages with varying degrees of proficiency, one of which may be English.

International Pupil:

A pupil who has relocated across national or territorial borders specifically for education and is currently enrolled outside their country of origin.

In line with national statutory guidance, EAL is not a Special Educational Need and Disability (SEND) or a learning difficulty. Language acquisition needs are evaluated and supported separately from cognitive capability. Where an EAL pupil also demonstrates genuine Special Educational Needs or Disabilities, support will be coordinated collaboratively under both this policy and the school's SEND Policy (OBHP27).

4. CURRICULUM AND ASSESSMENT

As set out in the school's Admission Policy OBHP02, international applicants will be required to provide a UKiSET assessment or complete an OBH English and Maths assessment. They are also asked to attend an interview with the Head to determine their level of English and ability to access our curriculum. While English proficiency is assessed, admission decisions are made holistically, considering the pupil's overall potential and ability to thrive within the OBH community.

At OBH we consider the support and inclusion of all children including those registered as EAL of great importance. The Curriculum Policy OBHP07 outlines the school approach to curriculum for all pupils including those registered as EAL.

When a child who is identified as EAL starts at OBH they will undertake additional assessments with the EAL Department to allow for the planning of any additional support required. They will also spend time getting to know the school and if necessary being introduced to key initial vocabulary, school rules and routines such as what to do if they feel poorly or who to speak to if they feel homesick.

As is the case with all children at OBH the assessment and tracking of progress of children with EAL is the responsibility of the child's subject tutors. The Assessment, Reporting and Feedback Policy OBHP45 provides further details on this. All staff are responsible for ensuring they use High Quality Teaching methods to meet the needs of all learners in their care, including those on the EAL register. Where a child is a Additional English 1:1 support this is reported on by a specialist English Language Teacher.

Children who are assessed at the point of admission may have a recommendation of additional 1:1 provision as outlined in the Admissions Policy OBHP02. If a child is offered a place and it is not possible for a taster day assessment to take place, the school will liaise with the child's current school and parents to ensure the correct level of support is provided. Where a programme of additional English lessons is required these are arranged with the agreement of the parents and charged for accordingly. The school reserves the right to insist on EAL teaching where we decide that this is essential to assist with a pupil's integration and learning. Additional English Lessons are provided by a qualified member of staff who works under the umbrella of the Learning Success Department. EAL sessions take part during the school day as part of a child's curriculum.

According to the EYFS statutory framework (2024, section 1.8), "Providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning." EYFS language development is inclusive and embedded in all practice. For pupils in EYFS, assessment of English acquisition is primarily observational and linked to the Communication and Language and Literacy areas of learning in the EYFS framework.

5. EAL REGISTER

The Head of Learning Success maintains and updates the EAL Register and this information is shared with staff through iSAMS. Relevant information is shared with the appropriate staff to ensure the correct level of support and challenge is provided.

6. PASTORAL CARE

At Old Buckenham Hall School, the pastoral care of all children is taken very seriously. The school has a special interest in the pastoral care of all pupils and aims to help international children to settle into the school smoothly. Where an international pupil is also part of the boarding community, their houseparent will prove to be an invaluable support in communicating between school and home as to the well-being of the child. They will also liaise with the child's form tutor to ensure consistency between day and boarding support. International pupils are provided with a buddy to support them settling into their new peer group. Where possible, children are given opportunities to share their cultural heritage.

Safeguarding

OBH recognizes that language barriers can present distinct safeguarding vulnerabilities. Staff are made aware of these risks in line with the school's Safeguarding Policy, which is informed by—and regularly updated in accordance with—the statutory guidance *Keeping Children Safe in Education* (KCSIE)

7. COMPLAINTS ABOUT EAL SUPPORT

Complaints about the EAL support being received by a child should be made in the first instance to the child's class teacher or the Head of Learning Success. For further information please see the school Complaints Policy OBHP05.

8. MONITORING ARRANGEMENTS

This policy will be reviewed annually by the Head of Learning Success or when there are changes in legislation or regulations.