



BABINGTON

HOUSE SCHOOL

English as an Additional Language Policy

Babington House School

Policy Reviewed	Review Date	Reviewed By	Approved By
June 2026	June 2027	Jane Hawkins	David Laird

WHOLE SCHOOL (INCLUDING EYFS) ENGLISH AS ADDITIONAL LANGUAGE POLICY

Whole School English as an Additional Language Policy, including EYFS

Policy statement. Babington House School welcomes pupils with English as an Additional Language and recognises multilingualism as an asset. The school is committed to ensuring that pupils who use more than one language are known well, included fully in school life, able to access the curriculum, and supported to make progress in line with their ability and starting points.

1. Aims

- To identify pupils for whom English is an additional language at admission and during transition points.
- To provide an inclusive curriculum in which language development is planned for across subjects and year groups.
- To monitor pupils' academic progress, wellbeing, participation and acquisition of English, intervening promptly where barriers are identified.
- To ensure that EAL provision is understood as a whole-school responsibility and not solely the responsibility of the SENDCO or Learning Support staff.
- To work constructively with parents and carers, including through interpretation or translation where needed.
- To ensure that EAL is considered appropriately alongside, but not confused with, Special Educational Needs and/or Disabilities.

2. Inspection and statutory alignment

This policy supports the school's compliance with the Independent School Standards, the EYFS statutory framework where applicable, the Equality Act 2010, the SEND Code of Practice 0 to 25 years, and relevant safeguarding guidance. It is designed to evidence that pupils with EAL are treated fairly, safeguarded effectively, supported to access a broad and balanced curriculum, and enabled to make good progress. The approach also reflects ISI's emphasis on leaders knowing pupils well, promoting wellbeing, monitoring outcomes and maintaining effective quality assurance.

3. Definition of EAL

A pupil is regarded as having English as an Additional Language where their first language is not English, or where they have been exposed to a language other than English during early development and continue to hear or use that language at home or in the community. This includes pupils born in the UK as well as those arriving from overseas. Fluency in conversational English does not necessarily mean that a pupil has fully developed the academic language needed for reading, writing and subject-specific learning.

4. Identification, admission and induction

On admission to Babington House School, at any point of entry, parents provide information about their child's home language(s), languages spoken or heard regularly, previous schooling, literacy in first language(s), and any previous support or assessment. This information is recorded on iSAMS and shared with relevant staff through agreed school systems. Where a pupil joins during the school year, transition information is gathered promptly so that teachers can plan access to learning from the outset.

5. Roles and responsibilities

- **Governors and senior leaders** oversee the effectiveness of EAL provision through policy review, analysis of pupil outcomes and quality assurance of teaching, learning and pastoral support.
- **The Headteacher and Senior Leadership Team** ensure that EAL provision is implemented consistently and that staff have suitable training and guidance.
- **The SENDCO/Learning Support Lead** advises staff, supports assessment where language acquisition and additional needs require careful consideration, and helps coordinate targeted support where required.
- **Class teachers and subject teachers** remain responsible for planning, teaching, assessment and progress of pupils with EAL in their classes.
- **Teaching assistants and support staff** reinforce language development, curriculum access and confidence through agreed strategies.
- **All staff** promote an inclusive culture in which pupils' languages, cultures and backgrounds are respected.

6. Teaching, learning and curriculum access

Teachers support pupils with EAL through high-quality adaptive teaching. Strategies may include explicit teaching of key vocabulary, modelling of spoken and written language, visual aids, dual coding, sentence stems, pre-teaching, structured talk, careful grouping, glossaries, translated key words where appropriate, scaffolded writing frames, alternative ways of demonstrating understanding, and planned opportunities to rehearse academic language.

Pupils with EAL should not routinely be withdrawn from mainstream lessons where this would unnecessarily restrict access to the curriculum. Where additional individual or small-group support is provided, it will have a clear purpose, be time-limited where appropriate, and be reviewed for impact. Teachers retain responsibility for ensuring that pupils can access subject content and assessment tasks.

7. Assessment, progress tracking and review

Pupils with EAL are tracked through the school's usual assessment, reporting and pastoral systems. Where required, teachers and the SENDCO/Learning Support Lead will also monitor English language acquisition in speaking, listening, reading and writing. Concerns about progress are reviewed through pupil progress meetings, departmental or phase meetings, and communication with parents.

If a pupil continues to experience significant difficulty after appropriate language support has been in place, the school will consider whether further assessment is needed. This will be done in consultation with parents and will take account of the

pupil's first language development, educational history, length of exposure to English, attendance, wellbeing and any other relevant factors. EAL alone is not a special educational need, but pupils with EAL may also have SEND.

8. EYFS provision

In the EYFS, the Key Person has specific responsibility for knowing the child well, working closely with parents and ensuring that children with EAL can access the full EYFS curriculum. Practitioners observe children's communication, language, play, social interaction and understanding over time, recognising that children may demonstrate knowledge and skills in their first language before doing so in English. EYFS staff provide rich language modelling, songs, stories, visuals, routines, play-based communication opportunities and, where possible, links to home language and culture. Parents are encouraged to continue using the child's first language at home, as secure first-language development supports wider communication, identity and learning.

9. Working with parents, translation and communication

Babington House School works in partnership with parents and carers to build a full picture of each pupil's strengths, language background and needs. Where communication barriers exist, reasonable steps will be taken to support understanding, which may include translated key information, interpretation for important meetings, or additional verbal explanation. Automated translation tools may be used for routine communication, but important safeguarding, admissions, medical, contractual or formal policy information should be checked carefully and, where necessary, supported by a suitably competent interpreter or translator.

10. Safeguarding, wellbeing and inclusion

Staff recognise that pupils with EAL may face additional barriers in expressing worries, understanding routines, accessing help or explaining concerns. The school's safeguarding procedures apply equally to pupils with EAL, and staff must not allow language barriers to delay action where there are concerns about a pupil's welfare. Pastoral staff, teachers and the DSL team work together to ensure pupils know who they can speak to and how to seek help.

11. Staff development and quality assurance

Staff are encouraged to develop their understanding of effective EAL practice through professional discussion, training, shared resources and review of pupil outcomes. Leaders may review provision through lesson visits, work scrutiny, assessment information, pupil voice, parent feedback and review of support plans. Findings are used to refine provision and inform future training needs.

12. Links with other policies

This policy should be read alongside the school's Admissions Policy, SEND Policy, Safeguarding and Child Protection Policy, Curriculum Policy, Equal Opportunities Policy, Assessment Policy, Behaviour Policy and EYFS Policy.

13. Monitoring and review

The implementation and impact of this policy will be monitored by senior leaders and reviewed annually, or sooner if statutory guidance, inspection expectations or school practice changes. Review should include consideration of pupil outcomes, pastoral information, parent communication, staff confidence and the effectiveness of interventions.