

EAL Provision Map and Policy

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Definition of EAL

The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English.

In England, such learners are defined as those who have been ‘exposed to a language at home that is known or believed to be other than English’ (Department for Education, 2019).

A child must not be regarded as having a learning difficulty solely because *the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home* (section 20 (4) Children and Families Act 2014). However, pupils whom English is an additional language will be provided with appropriate support provided they meet the school’s academic criteria.

EAL provision map

Admissions process	<p>Admissions team check for students learning EAL.</p> <p>The SENCo, Head of Academic Access and Achievement or Head of Learning Support Prep and EAL Co-ordinator arrange to assess English writing skills. Speaking and listening skills of EAL applicants are gauged through informal online interview</p> <p>Seaford College decides if it can meet the needs of the students identified as EAL, alongside any other learning needs</p> <p>Students whose needs can be met are provided with effective EAL programmes to enable them to access the curriculum and not be disadvantaged in their educational achievement</p>
Further identification	SEnCo, Head of Academic Access and Achievement, Head of Learning Support Prep, Heads of Year, Head of English, Head of Modern Foreign Languages liaise annually to identify any students that may have an emerging need for EAL support
Record of EAL students	<p>EAL students are recorded on the SEN list</p> <p>EAL students may also have a specific learning need or SEN diagnosis recorded on the SEN list</p>
Programme of EAL support outline	Support includes tracking and reporting upon progress, managing aspects of internal and external assessment and fostering an inclusive environment that promotes the academic and personal growth of EAL students.
Programme of EAL support is set up by the SENCo, Head of Academic Access and Achievement or Head of Learning	<p>Bell Foundation formative assessments are administered to assess the student’s English language proficiency and identify special areas of difficulty such as reading, writing, speaking or listening</p> <p>An individualised pupil profile is created to communicate the student’s needs to their subject teachers, such as the use of visual guides, assistive technology, translation dictionary, extra</p>

<p>Support Prep and EAL Co-ordinator</p>	<p>time, use of some phrases from their first language and displaying multilingual signs in classrooms. Plan also includes specific targets for the students</p> <p>Pupil profile is shared with parents, which can be translated, and parents are invited to collaborate on this plan</p> <p>Individual or group lessons are timetabled in accordance with the student's level of need i.e. daily or weekly intervention. In the Prep school, a TA provide additional support</p> <p>Students are assessed for access arrangements for tests and in Years 9-13 students are assessed by an Exam Arrangements Assessor</p> <p>Liaison with Head of Modern Foreign Languages to help create an inclusive environment for EAL students e.g. pair with students 'buddy' who speaks the same language and involve students in International Day school celebrations</p> <p>Support provided to boarding and other pastoral staff, working in areas such as induction, settling into a new way of life, understanding regulations and their importance, and other pastoral matters</p>
<p>Intervention taught by EAL Co-ordinator</p>	<p>High-quality EAL teaching is planned and delivered</p> <p>Subject teachers supported in differentiating teaching to meet the diverse needs of EAL students</p> <p>Effective assessment practices are put in place to monitor students progress</p> <p>Well-structured lessons delivered and planned to prepare EAL students for external exams such as IELTS, Cambridge English exams Examinations and Assessment</p> <p>Guidance and support provided to students preparing for external examinations, including organising preparatory workshops and resources</p> <p>Accurate records of students performance and examination outcomes, utilising data to inform teaching strategies and support students progress are maintained</p> <p>Regular and effective liaison between everyone involved in the teaching and care of EAL students is provided. This may include attending departmental meetings, observing EAL students in mainstream classes, designing and delivering teacher development sessions, informal advice to colleagues, preparing Individual Reports, liaison with pastoral staff, etc</p> <p>Liaison with school leadership, boarding staff, teachers, and support staff to ensure a cohesive approach to EAL provision</p>

Monitoring	<p>Alongside EAL co-ordinator, students are monitored by SENCo, Head of Academic Access and Achievement and Head of Learning Support Prep and for transition periods holistic support is co-ordinated.</p> <p>Assessment progress data for EAL students is maintained and shared using the Bell Foundation progress tracker and programme reporting mechanism. Contributing to wider data bases, student's academic progress is monitored and fed into the school's academic reporting system.</p> <p>Constant monitoring is achieved through the graduated approach using assess, plan, do, review</p>
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