Radnor House
SEVENOAKS
celebrating every individual

English as an Additional Language (EAL) Policy

Applies to:

- All staff (teaching and non-teaching), the directors and volunteers working in the School.
- Pupil, Parents, Guardians and Caregivers.

Availability:

This policy is made available in the following ways:

- The School's website www.radnor-sevenoaks.org;
- Via Teams, All Staff Shared Documents, Compliance, Policies;
- On request a copy may be obtained from the School's Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertake a formal annual review of this policy.

Signed:

David Paton
Head

Ian Davies
Chairman of the Board of Directors

Reviewed: September 2026
Next Review: September 2027

Key staff involved in the policy

Role	Name
Head of Centre	David Paton
Senior leader(s)	Scott Milne
SENCo (or equivalent role)	Alanna Anderson – Senior School SENCo Shona Bliss - Prep School SENCo
Specialist Teacher/L7 Assessor/EAA Coordinator	Eve Cogger
Other staff as applicable	Relevant teaching staff, Modern Foreign Languages staff

1. Introduction

1.1. Radnor House Sevenoaks (the School) recognises that the effective use of written and spoken language, and the development of confident linguistic skills, is a vital part of the school curriculum. Many of our pupils and staff are bi- or multi-lingual which enriches our school community and our cultural awareness.

1.2. Our goal is to ensure that our EAL pupils can be equally confident when learning in English. Pupils with EAL are supported with cognisance of the variety of pupils and cultural backgrounds.

1.3. Our school aims to be academically rigorous, and the majority of our EAL pupils are proficient in English. A key priority for us is to identify pupils who may have an underlying difficulty and support them to achieve their best.

2. Aims and Commitment

2.1. The School is committed to the equal treatment of all pupils, including those with English as an Additional Language (EAL). This policy works towards eliminating disadvantages for pupils with EAL by:

2.1.1. Ensuring that all pupils with EAL get the support needed in order to access the School's educational provision

2.1.2. Making reasonable adjustments so that EAL pupils are not put at a disadvantage in matters of admission and education

2.1.3. Ensuring parents are kept informed where any specific educational provision is made for their child and are kept up to date regarding their child's progress and development.

3. Guidance

3.1. In drawing up this policy, the School has had regard to the following:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 (last updated September 2024)
- Equality Act 2010
- Children and Families Act 2014

- Equality and Human Rights Commission guidance 'reasonable adjustments for disabled pupils' 2019
- Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024)
- The Equality Act and School, DfE non-statutory advice (May 2014)
- Statutory Framework for the early years foundation stage, last updated 2025
- Joint Council for Qualifications *Access Arrangements and Reasonable Adjustments 2025-26* (AARA)
- Bell Foundation EAL Assessment Framework *online* EAL Assessment Framework - The Bell Foundation

3.2. This policy should be read in conjunction with the School's Policies:

- Admissions Policy,
- Equal Opportunities Policy
- Accessibility Plan
- SEN Policy
- Exam Access Arrangements Policy

4. The Definition of EAL in Education

4.1. 'The term "EAL" is used to describe a diverse and heterogenous group of learners who speak English as an Additional Language. 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).

4.2. Where a pupil is hosted in an English-speaking family, due to refugee status, or similar, the definition 'at home' applies to their family home in their country of origin.

4.3. The School recognises that EAL pupils may cover a wide spectrum, for example:

4.3.1.Fluent bi- or multi-linguals;

4.3.2. Learners with varied educational backgrounds;

4.3.3.New arrivals with little or no English;

4.3.4.Born abroad, but moved to the UK at some point before starting school, or

4.3.5.Born in the UK, but in a family where the main language is not English;

4.3.6.Learners who have a higher level of knowledge than they can express fluently in English.

4.4. Learning EAL is not a special educational need, and our school recognises that most EAL pupils needing support with their English do not have such needs. Most will have levels of language skills and knowledge similar to pupils whose first language is English.

4.5. Some EAL pupils may have a known, or suspected, underlying special educational need. In this case, the need and required support will be determined using the processes noted below, in accordance with the profile of the individual pupil.

5. Confirming EAL status

5.1. The school must accurately establish the pupil's EAL designation to the best of its ability. Where possible, parents/guardians/carers must be consulted to support confirmation that the pupil meets the above definition.

5.2. Where there is doubt over a pupil's possible EAL status the Specialist Teacher/Assessor and/or SENCo will implement a procedure of establishing this as accurately as possible. This will be carried out in conjunction with the pupil, relevant teaching staff and parents/guardians/carers, as appropriate.

5.3. Once the school is satisfied the pupil fits the definition of an EAL pupil they will be added to the EAL register by the SENCo.

5.4. The pupil's current level of ability in reading, speaking and writing English will be determined in relation to the 5 levels of proficiency:

- A: New to English
- B: Early Acquisition
- C: Developing Confidence
- D: Competent
- E: Fluent
- N: Not Yet Assessed (where levels are still being established)

6. Working in Partnership with parents/ carers

6.1. Parents/guardians/carers will be consulted as needed throughout all processes related to establishing EAL status/ additional support of EAL learners.

6.2. The SENCo will liaise with parents of pupils with confirmed EAL status as needed, to confirm support implemented and progress made.

6.3. The SENCo or Specialist Teacher/Assessor will contact parents by telephone, and/or in writing to confirm if their child has been added to the EAL or SEN register, once this has been determined via procedures listed below in Sections 5, 6 and 7.

6.4. If a pupil is to be formally assessed for EAA by the Specialist Teacher/Assessor, standard procedures for all EAA assessments will be followed:

The Specialist Teacher/Assessor will contact the parent to obtain formal permission to assess the pupil.

6.4.1. The Specialist Teacher/Assessor will provide written feedback to parents of the results of the assessment and any recommendations made.

6.4.2. In Years 11 and 13, parents will receive written confirmation of the awarding body's approval of relevant exam access arrangements, prior to mock exams.

7. Monitoring and Support:

7.1. Quality First teaching will support learners in class. Teachers will be made aware of the potential impact. Specific recommendations for in-class teaching approaches and accommodations for EAL pupils will be made by the SENCo and implemented in accordance with the pupil's profile. The SENCo may seek the advice of Modern Foreign Languages teachers on the acquisition of language and teaching strategies where appropriate.

7.2. The progress of EAL pupils will be monitored by the SENCo, using measures such as in-class observation, teacher feedback, grade tracking and assessment/exam results. Monitoring should take account of pupil age, length of time in the UK, previous educational experience and ability in other languages.

7.3. Where a pupil has a formal diagnosis in their first language, the diagnosis must be translated and consideration given to its integrity.

7.4. Where a pupil has an established medical condition, SEMH need or diagnosis of ADHD/ADD/ASD or similar condition, support will be allocated according to individual need.

7.5. Where a pupil has a formal diagnosis in their first language of a specific learning difficulty, consideration will need to be made that language-based learning difficulties, such as dyslexia, can present differently in the first and additional language.

7.6. Where recommendations have been implemented in class, but concerns arise regarding a pupil's progress, in relation to expected outcomes, EAL peers or other pupils of a similar age, consideration must be given to the cause. It must be established whether this is due to a language barrier or a potential underlying specific learning difficulty. In this instance, the SENCo will refer the pupil to the Specialist Teacher/Assessor who will implement a process of establishing, or ruling out, any potential difficulties.

8. Establishing a specific learning difficulty:

8.1. The Specialist Teacher/Assessor will work with the SENCo, teaching staff, and parents/guardians/carers if appropriate, to gather initial evidence of the pupil's difficulties.

8.2. The Specialist Teacher/Assessor will complete various informal, qualitative assessments appropriate to the pupil's profile. These may include, but are not limited to, observation in class, analysis of samples of class work, neurodiversity checklists and cognitive assessments of working memory, rapid naming, non-language-based retrieval, and visual-motor tasks.

8.3. If access to a speaker of the pupil's first language is possible (e.g. a language teacher), comparison tests of literacy skills and processing speed may be made in the first language and in English, facilitated by the Specialist Teacher/Assessor.

8.4. The Specialist Teacher/ Assessor will collate and evaluate the evidence and results of informal testing and confirm whether this indicates underlying learning difficulties are present. Where a specific learning difficulty has been established, the pupil may be added to the SEN register.

8.5. Where learning difficulties are not established, the SENCo will continue to

8.6. Monitor the pupil's progress and consider whether further EAL strategies/ recommendations need to be implemented.

9. Exam Access Arrangements / Reasonable Adjustments

9.1. Where pupils require exam access arrangements (EAA) or reasonable adjustments based on evidenced medical need, SEMH needs, ADHD/ADD/ASD diagnosis, these will be allocated by the Specialist Assessor/Exam Access Arrangements Coordinator in accordance with JCQ regulations.

9.2. JCQ offers one specific EAA for EAL learners: a bilingual translation dictionary and 25% extra time may be allocated to EAL pupils who entered the UK within 3 years of the examinations, and who meet further criteria as detailed in the AARA Section 5.18

9.3. From September 2024 onwards, EAL pupils who demonstrate a need may be allocated a Computer Reader for exams, as deemed appropriate by the Assessor/EAA Coordinator.

9.4. Centre delegated EAA, such as a word processor, prompter, exam reading pen or supervised rest breaks may be allocated by the Assessor/EAA Coordinator according to need.

9.5. Where it has been established by the Specialist Teacher/Assessor that a pupil has underlying difficulties, pupils may be formally assessed for extra time, a scribe, etc., using standardised

tests in English. Measures of cognitive skills such as phonological processing, working memory, visual-spatial or motor skills are likely to be more reliable for EAL assessments than those that rely on literacy attainment, so will be prioritised where possible. Consideration must be given to the following: results must be interpreted in the context of EAL, cultural bias must be considered and the impact of potential anxiety when being tested in a second language. If the assessment scores meet the relevant JCQ criteria and appropriate evidence is in place, subsequent procedures will be followed in line with the School's Exam Access Arrangements Policy 2026-2027.