

Daffodil Grammar School for Girls

English as an Additional Language (EAL) Policy

School: Daffodil Grammar School for Girls

Address: 163 Commercial Road, London, E1 2DA

Proprietor: ASM Anisuzzaman

Headteacher: Mr Stephen Montford

Designated Safeguarding Lead: Eman Ahamed

Policy Lead: Headteacher

Review Frequency: Annual

1. Introduction

Daffodil Grammar School for Girls is committed to providing an inclusive, high-quality education that enables every pupil to achieve their academic potential, regardless of their linguistic background. The school welcomes pupils from diverse cultural and language backgrounds and recognises multilingualism as a valuable asset that enriches both the individual learner and the wider school community.

English is the primary language of teaching and learning throughout the school. However, the school recognises that some pupils may speak another language at home or may have recently arrived in the United Kingdom with limited proficiency in English. These pupils require carefully planned support to enable them to develop confidence in English while continuing to access a broad and ambitious curriculum.

The school firmly believes that speaking English as an additional language should never be viewed as a barrier to achievement or participation. Pupils with EAL are expected to achieve high academic standards and are supported through quality-first teaching, effective language development strategies and appropriate pastoral care. The school recognises that language acquisition takes time and that pupils may demonstrate different levels of proficiency in conversational English and academic English. Consequently, support is personalised according to each pupil's individual needs, previous educational experiences and stage of language development.

This policy sets out the school's approach to identifying pupils with EAL, assessing their needs, supporting language acquisition, ensuring equal access to the curriculum and monitoring progress. It also clarifies the responsibilities of school leaders, teachers, support staff, parents and pupils in promoting successful learning and inclusion.

2. Aims of the Policy

The purpose of this policy is to ensure that all pupils with English as an Additional Language receive appropriate educational provision that enables them to participate fully in every aspect of school life. The school seeks to create an environment where linguistic diversity is valued and where every pupil feels welcomed, respected and able to achieve success.

The curriculum is designed so that pupils develop confidence in speaking, listening, reading and writing English while continuing to value and maintain their first language wherever possible. Staff maintain high expectations for academic achievement and ensure that language differences do not result in lower expectations or restricted opportunities.

The school aims to remove barriers to learning by adapting teaching appropriately, providing targeted support where necessary and ensuring that pupils can access all curriculum subjects. EAL pupils are encouraged to participate fully in lessons, enrichment activities, educational visits, leadership opportunities and extracurricular provision.

The school also aims to work closely with parents and carers so that families understand how they can support language development at home and contribute positively to their child's education.

3. Definition of English as an Additional Language

A pupil is considered to have English as an Additional Language if they are exposed to a language other than English within the home or if English is not their first language.

This includes pupils who:

- speak another language at home;
- have recently arrived from another country;
- have limited English proficiency;
- are fluent in conversational English but continue to develop academic English.

The school recognises that proficiency in everyday spoken English does not necessarily indicate that a pupil possesses the academic language required for success across all curriculum subjects. Teachers therefore remain aware that pupils may require continued language support even after they appear fluent in ordinary conversation.

The school also recognises that EAL is not regarded as a Special Educational Need. However, some pupils may have both EAL and SEND. Where concerns arise regarding learning difficulties, careful assessment will be undertaken to distinguish between language acquisition needs and special educational needs.

4. Principles

The school believes that every teacher is a teacher of language. Responsibility for supporting pupils with EAL therefore belongs to every member of teaching staff rather than one individual.

The school is committed to maintaining high expectations for all pupils regardless of language background. Teachers adapt their teaching rather than lowering academic expectations. Lessons are planned so that pupils can understand new concepts while continuing to develop their English language skills.

The school values pupils' first languages and cultural backgrounds. Pupils are encouraged to take pride in their heritage and to use their existing knowledge and experiences to enrich classroom learning.

Learning English should not require pupils to abandon their home language or cultural identity. The school believes that strong first-language development supports overall cognitive development and contributes positively to English language acquisition.

5. Admission and Initial Assessment

During the admissions process, parents will be asked to provide information regarding the languages spoken within the home, previous educational experiences and the pupil's level of English proficiency.

Following admission, the school will complete an initial assessment to establish:

- speaking and listening skills;
- reading ability;
- writing ability;
- understanding of classroom English;
- previous educational experience;
- literacy in the pupil's first language where appropriate.

This assessment provides a baseline from which progress can be monitored and appropriate support planned.

The school recognises that pupils arriving from different educational systems may require time to adjust to the expectations of the English education system and therefore provides appropriate pastoral support during transition.

6. Teaching and Learning

The school believes that the most effective support for pupils with EAL is high-quality classroom teaching. Teachers plan lessons that enable all pupils to participate actively regardless of their stage of English language development.

Teachers support language development by using clear explanations, visual resources, demonstrations, structured discussion, modelling of vocabulary and carefully sequenced learning activities. New vocabulary is explicitly introduced, explained and revisited regularly so that pupils develop confidence in understanding and using subject-specific language.

Teachers regularly check pupils' understanding through questioning, observation and discussion. Misunderstandings are addressed promptly and pupils are encouraged to ask questions whenever clarification is needed.

Collaborative learning is used frequently, enabling pupils to learn from peers, develop spoken English and build confidence in communicating their ideas. Where appropriate, teachers provide additional scaffolding such as writing frames, vocabulary lists, sentence starters and visual prompts without reducing the level of academic challenge.

Homework is carefully planned so that pupils can consolidate classroom learning while continuing to develop independent study skills.

7. Curriculum Access

All pupils are entitled to access the full curriculum regardless of language background.

No pupil will be excluded from curriculum activities because English is not their first language.

Where necessary, teachers will adapt teaching methods, classroom resources and assessment approaches to ensure that pupils are able to participate meaningfully in lessons while continuing to develop English language proficiency.

The school believes that pupils learn English most effectively through full participation in ordinary classroom learning rather than through unnecessary withdrawal from lessons.

8. Assessment and Monitoring

The progress of pupils with EAL is monitored regularly through both formative and summative assessment.

Teachers assess not only curriculum knowledge but also the development of English language skills across speaking, listening, reading and writing.

Progress is reviewed through:

- classroom observations;
- work scrutiny;
- assessment outcomes;
- pupil discussions;
- teacher evaluations.

Where progress appears slower than expected, staff consider whether difficulties arise from language acquisition, interrupted education or possible special educational needs.

The Headteacher reviews the progress of pupils with EAL regularly to ensure that support remains appropriate and effective.

9. Partnership with Parents

The school recognises that parents play a vital role in supporting language development.

Parents are encouraged to continue speaking their home language with their children while also encouraging opportunities to practise English through reading, conversation and wider learning experiences.

The school seeks to communicate clearly with families and will make reasonable adjustments where language barriers affect communication.

Parents are encouraged to attend consultation meetings, curriculum events and school activities so that they remain fully involved in their child's education.

10. Safeguarding

The school recognises that pupils with limited English may experience additional barriers in communicating concerns or understanding safeguarding information.

Teachers therefore ensure that safeguarding messages are explained clearly using age-appropriate language and, where necessary, additional visual support.

Pupils are regularly reminded who they can speak to if they are worried about themselves or another person.

Staff remain alert to the possibility that language barriers may conceal safeguarding concerns and take appropriate action whenever concerns arise.

11. Roles and Responsibilities

The Proprietor is responsible for ensuring that appropriate policies and resources are available to support pupils with EAL.

The Headteacher is responsible for ensuring that this policy is implemented effectively, that staff receive appropriate training and that pupils receive suitable support.

Teachers are responsible for planning inclusive lessons, adapting teaching where appropriate, monitoring progress and maintaining high expectations.

The SENDCo will work collaboratively with teachers where there is uncertainty regarding the distinction between EAL needs and SEND.

Parents are expected to support attendance, encourage reading, communicate with the school and reinforce positive attitudes towards learning.

Pupils are expected to attend regularly, participate actively in lessons, complete homework and make every effort to develop confidence in English while respecting the languages and cultures of others.

12. Equality and Inclusion

Daffodil Grammar School for Girls is committed to ensuring equality of opportunity for all pupils.

No pupil will experience discrimination because English is not their first language.

The school celebrates linguistic diversity and promotes mutual respect between all members of the school community.

13. Monitoring and Review

The Headteacher will review the implementation of this policy through lesson observations, pupil progress data, discussions with staff and feedback from pupils and parents.

The policy will be formally reviewed annually or sooner if there are changes to legislation, statutory guidance or the needs of the school.

Conclusion

Daffodil Grammar School for Girls believes that every pupil, regardless of their first language, should receive an ambitious, inclusive and high-quality education. Through effective teaching, high expectations, personalised support and strong partnerships with families, the school is committed to ensuring that pupils with English as an Additional Language develop the confidence, knowledge and communication skills necessary to achieve academic success and participate fully in all aspects of school life.
