



WETHERBY PREPARATORY  
SCHOOL  
— MARYLEBONE —



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# EAL Policy

<b>Policy reviewed by:</b>	Teresa Waldin
<b>Review date:</b>	July 2025
<b>Submission date:</b>	July 2025
<b>Policy actioned from:</b>	September 2025 – August 2026
<b>Next review date:</b>	June 2026
<b>Reviewer's signature:</b>	
<b>Head's signature:</b>	

**Circulation:** This policy is addressed to all members of staff and volunteers and is available to parents on request. It applies wherever staff or volunteers are working with the boys.

**Please note:** 'School' refers to Wetherby Preparatory School and 'parents' refers to parents, guardians and carers.

## **General**

The term EAL (English as an Additional Language) is used when referring to boys whose main language at home is a language other than English. Our aim is for each individual in the school community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, age or ability, to reach their full potential in an inclusive environment where happiness and security are a priority. This policy sets out the School's aims, objectives and strategies with regard to meeting their needs and celebrating the skills of EAL boys, helping them to achieve the highest possible standards.

## **Aims**

The School aims to make appropriate provision of teaching and resources for boys for whom English is an additional language and for ensuring EAL children are able to achieve their full potential.

The School will identify the individual boy's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL boys are able to:

- use English confidently and competently.
- use English as a means of learning across the curriculum.
- where appropriate, make use of their knowledge of other languages.

## **Key Principles for Additional Language Acquisition**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are seen as an integral part of curriculum and lesson planning.
- All boys have entitlement to the School's full curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of boys' home languages and, where applicable, to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

## **Teaching and Learning**

### ***Planning and Differentiation***

Plans will identify the demands of the School's curriculum and provide differentiated opportunities for EAL boys. Where appropriate, teachers will plan activities for individuals or groups of children with EAL. Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

- Classroom activities should be carefully structured and focused.
- Classroom activities should have clear learning objectives and appropriate support and resources should be deployed to ensure that boys are able to participate in lessons.
- Staff should review groupings and seating arrangements to enable EAL learners to have some access to strong English language peer models.

### ***Strategies***

Boys will be supported through a Teaching Assistant in the classroom working, with individuals or small groups, as appropriate. Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support may take place for a set period of time to address specific language or learning focus.

Staff should use some of the following support strategies to ensure full curriculum access:

- collaborative group work.
- enhanced opportunities for speaking and listening.
- effective role models for speaking, reading and writing.
- additional verbal support – repetition, alternative phrasing, peer support.
- additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- writing frames.
- opportunities for role play.
- opportunities are taken to focus on the cultural knowledge explicit or implicit in texts.
- discussion is provided before and during reading and writing activities.
- where possible, learning progression moves from concrete to abstract where necessary.
- further support for boys' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs etc.

### ***Planning, Monitoring and Evaluation***

Information is gathered about:

- the boy's linguistic background and competence in other languages.
- the boy's previous educational and schooling experience.
- the boy's family and biographical background.

Staff regularly observe, assess and record information about boys' developing use of language. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual boys.

### ***Special Educational Needs and Gifted and Talented Boys***

The School recognises that most EAL boys needing additional support do not have SEN needs. However, should SEN needs be identified during assessment; EAL boys will have equal access to school SEN provision. Similarly, the School recognises that there may be EAL boys who are gifted or talented even though they may not be fully fluent in English.

### ***Assessment and Record Keeping***

The School will ensure that all EAL boys have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate. Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified. The School will analyse EAL/minority ethnic boys' achievement and evaluate the effectiveness of additional support provided in terms of the boys' progress.

### **Resources**

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility. Displays and resources reflect cultural diversity. A range of resources are used to support boys' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, computer software, etc. Assessment materials use images and texts which are appropriate for all boys.

### **Parents and the Wider Community**

We provide a welcoming admission process for the induction, assessment and support of new arrival boys and their families/carers. We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English.

### **Review and Evaluation of Policy**

School data will include relevant information on minority ethnic/EAL boys, including achievement and progress. The evaluation process will serve as the basis for planning programmes of action.