

English as an Additional Language Policy

This policy applies to the whole School (including the Early Years Foundation Stage) and is published to parents, pupils and staff.

Bradford Grammar School

March 2026

Contents

Clause

1	Aims.....	3
2	Scope and application.....	3
3	Regulatory framework.....	3
4	Publication and availability	4
5	Definitions	4
6	Responsibility statement and allocation of tasks	4
7	Strategies	5
8	Special educational needs and learning difficulties	6
9	Training.....	6
10	Record keeping.....	6
11	Version control.....	7

This is the English as an Additional Language (EAL) Policy of Bradford Grammar School (the School).

1 Aims

1.1 The aims of this policy are as follows:

- 1.1.1 to implement school-wide strategies to ensure that EAL pupils have the opportunity to learn and make progress;
- 1.1.2 to help EAL pupils to become confident and fluent in English in order to be able to fulfil their potential;
- 1.1.3 to equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
- 1.1.4 to monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
- 1.1.5 to maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages; and
- 1.1.6 to promote a whole school culture of safety, equality and protection.

2 Scope and application

2.1 This policy applies to the whole School including the Early Years Foundation Stage (EYFS).

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

- 3.1.1 Education (Independent School Standards) Regulations 2014;
- 3.1.2 *EYFS statutory framework for group and school-based providers* (DfE, September 2025);
- 3.1.3 Education and Skills Act 2008;
- 3.1.4 Children Act 1989;
- 3.1.5 Childcare Act 2006;
- 3.1.6 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**); and
- 3.1.7 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

- 3.2.1 Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018); and
- 3.2.2 Technical guidance for schools in England (Equality and Human Rights Commission, July 2024).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

3.3.1 Policy on Special Educational Needs and Learning Difficulties;

3.3.2 Admissions policies for Junior School and Senior School.

4 Publication and availability

4.1 This policy is published on the School website.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available for inspection from the School reception during the School day.

4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to the **Proprietor** are references to the Board of Governors;

5.1.2 references to **English as an Additional Language (EAL)** are used when referring to pupils whose main language at home is a language other than English.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Gary Woods, Assistant Head (Curriculum); Laura Sullivan, SENDCo and Head of Learning Support	As required, and at least annually
Monitoring the implementation of the policy	Gary Woods, Assistant Head (Curriculum); Laura Sullivan, SENDCo and Head of Learning Support	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Gary Woods, Assistant Head (Curriculum); Laura Sullivan, SENDCo and Head of Learning Support	As required, and at least annually
Seeking input from interested groups (such as	Gary Woods, Assistant Head (Curriculum);	As required, and at least annually

Task	Allocated to	When / frequency of review
pupils, staff, parents) to consider improvements to the School's processes under the policy	Laura Sullivan, SENDCo and Head of Learning Support	
Formal annual review	Proprietor	Annually

7 Strategies

- 7.1 Pupils with EAL will be assessed on their arrival at the School to identify the initial level of provision required. The School may use any or all information, including data from adaptive baseline assessments, in-house reading and spelling test scores, the Bell Foundation EAL Assessment Framework, teacher feedback and any other relevant information or data to assess pupils' understanding and use of English and to identify any initial required level of provision and decide whether intervention and support are needed. In the Senior School, the SENDCo / Head of Learning Support and Assistant Head (Curriculum) will discuss pupils with EAL and whether literacy support is required. In the Junior School, the Assistant SENDCo, Deputy Head of the Junior School and Head of EYFS will discuss pupils with EAL and whether literacy support is required. Furthermore, all pupils with EAL in either the Junior School or the Senior School who are graded lower than E ('fluent') on the Bell Foundation Matrix are offered additional literacy support. Where such specialist support is required for a pupil, the School will provide such additional literacy support until the pupil's understanding and use of English allow for full access to the curriculum and they are graded E ('fluent') on the Bell Foundation Matrix. In some cases, EAL pupils will be allowed to reduce their curriculum to provide time for them to access this additional literacy support. The School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives. The School considers how it assesses EAL pupils at the early stages of language acquisition in English and any foreign language studied at the School, and adapts the assessment of such pupils proportionately. For example, pupils with EAL may be permitted to use a bilingual translation tool to enable them to access fully assessments in English or a foreign language. In the Senior School, the progress of pupils with EAL is monitored by the SENDCo / Head of Learning Support and Assistant Head (Curriculum) as part of the regular review cycle of academic progress. Classroom teachers are responsible for tailored support for EAL pupils. In the Junior School and EYFS, pupils with EAL will be assessed in English for their communication, language and literacy skills. Where a pupil in the Junior School or EYFS does not have a strong grasp of English, the School will explore the pupil's skills in the home language with the parents to establish whether there is cause for concern about language delay.
- 7.2 Pupils who receive assistance with EAL will be fully integrated into School life and will be provided with appropriate support as required. For pupils in the EYFS for whom English is an additional language, the School takes reasonable steps to provide opportunities for children to develop and use their home language(s) in play and learning, supporting their language development at home.
- 7.3 The School will ensure that:
- 7.3.1 all involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff;

- 7.3.2 training in Quality First Teaching and classroom practice is offered through INSET days;
 - 7.3.3 training in planning, teaching and assessing EAL pupils is available to staff;
 - 7.3.4 the effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;
 - 7.3.5 any bullying of which the School becomes aware will be dealt with in accordance with the School's anti-bullying policy.
- 7.4 All teaching staff can assist in the following ways:
- 7.4.1 be knowledgeable about pupils' abilities and needs in English and other subjects;
 - 7.4.2 ensure the pupil's name is pronounced correctly and that they are included as much as possible;
 - 7.4.3 use this knowledge effectively in curriculum planning, classroom teaching and grouping.
- 7.5 Any concerns about the well-being of a pupil with EAL should be referred to the Designated Safeguarding Lead.

8 Special educational needs and learning difficulties

- 8.1 If the School has reason to suspect that a pupil with EAL may also have Special Educational Needs or a learning difficulty, the School will take action as referred to in its policy on Special Educational Needs and Learning Difficulties.
- 8.2 A pupil will not be regarded as having a learning difficulty solely because the language or form of language in which they are or will be taught is different from a language or form of language which is or has been spoken at home.

9 Training

- 9.1 The School ensures that regular guidance and training in Quality First Teaching and classroom practice is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 9.2 The level and frequency of training depends on the role of the individual member of staff.
- 9.3 The School maintains written records of all staff training.

10 Record keeping

- 10.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 10.2 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

11 Version control

Date of adoption of this policy	March 2026
Date of last review of this policy	February 2026
Date for next review of this policy	February 2027
Policy owner (SLT)	Gary Woods Assistant Head (Curriculum)
Policy owner (Proprietor)	Board of Governors