The PGS English as an Additional Language (EAL) Policy and Provision

Table of Contents

1. Aims

1.1. The Portsmouth Grammar School (PGS) is committed to providing a supportive, inclusive learning environment that meets the needs of all pupils, including those who have English as an Additional Language (EAL).

1.2. PGS ensures that EAL pupils receive appropriate support to access the curriculum effectively. It recognises bilingualism as an enriching and valued aspect of a pupil's identity and learning experience. The school aims to enable all pupils to achieve their academic potential, participate fully in school life, and contribute meaningfully to the wider community. Effective communication with families is also prioritised to support both learning and integration.

2. Scope and Application

2.1. This policy applies to all sections of the School, including the Early Years Foundation Stage (EYFS), Junior School and Senior School.

2.2. It complements The PGS Additional Educational Needs (AEN) and Learning Difficulties Policy and works in conjunction with related policies such as the Equal Opportunities Policy, Safeguarding Policy, and Teaching and Learning Policy.

3. Regulatory Framework

3.1. This policy has regard to:

3.1.1. The National Curriculum in England;

3.1.2. The Teachers' Standards (2021);

3.1.3. The Equality Act 2010;

3.1.4. The Children and Families Act 2014;

3.1.5. The Special Educational Needs and Disability Code of Practice (DfE, 2015);

3.1.6. Independent School Standards (2014);

3.1.7. Early Years Foundation Stage Statutory Framework (for group and school-based providers) (DfE, 2025).

4. Definition of EAL

4.1. EAL is 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. EAL pupils may:

4.2.1. Have arrived recently from a non-English-speaking country;

4.2.2. Speak another language at home;

4.2.3. Be born in the UK in families where English is not the main language spoken at home.

4.3. EAL is not in itself a learning difficulty or special educational need.

5. **Identification and Assessment**

5.1. All new pupils are assessed on entry. This includes:

5.1.1. Reading and spelling age assessments;

5.1.2. Baseline data assessments;

5.1.3. Liaison with previous schools and families;

5.1.4. EAL-specific assessments where appropriate; pupils for whom English is not a first language sit an English paper set by the English department. In the Sixth Form, this is in addition to subject specific Entrance Assessment papers. EAL applicants also undergo an interview, either in person or on Teams, to assess their spoken English levels.;

5.2. PGS uses a tiered proficiency scale aligned to the Bell Foundation[1], typically:

5.2.1. Band A: New to English

5.2.2. Band B: Early Acquisition

5.2.3. Band C: Developing Competence

5.2.4. Band D: Competent

5.2.5. Band E: Fluent

5.3. EAL pupils are recorded on the School's EAL Register. Progress of pupils in bands A-C is monitored through regular review points in line with the Assess-Plan-Do-Review model. Assessments are shared with teachers alongside supportive strategies to be embedded in the classroom.

6. **Roles and Responsibilities**

6.1 **Senior Leadership Team (SLT)**

The Senior Leadership Team is responsible for overseeing the implementation and regular review of the EAL (English as an Additional Language) policy. It ensures that strategic provision is in place to meet the needs of EAL learners and that staff receive appropriate training to support inclusive practice. Additionally, the SLT monitors the progress of EAL pupils and provides leadership in promoting whole-school inclusion.

6.2 **Head of Learning Support**

The Head of Learning Support is responsible for maintaining the EAL register and ensuring that assessment records are accurate and up to date. This role involves close collaboration

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[1] https://www.bell-foundation.org.uk/resources/eal-assessment-framework/levels-of-proficiency-in-english/

with teaching staff, pastoral leads, and parents to ensure a coordinated and effective approach to supporting EAL pupils. All EAL pupils benefit from universal in-class support, which includes inclusive teaching strategies and appropriate classroom adaptations to facilitate access to the curriculum. Where a pupil requires more targeted intervention—such as one-to-one or small group specialist teaching—this may be offered through the Learning Support Department at an additional cost. Specific assistance is also provided at key transition points to ensure continuity of support and successful integration.

6.3 Teaching and Support Staff

Teaching and support staff are expected to employ a range of inclusive teaching strategies, such as scaffolding, the use of visual cues, and an emphasis on key vocabulary. They are responsible for differentiating instruction to meet the needs of EAL learners, using assessment data to inform their planning. Staff are also encouraged to engage with continuing professional development (CPD) opportunities related to EAL provision to enhance their practice.

6.4 Form Tutors, Subject Teachers and Pastoral Leaders

Form tutors, subject teachers, and pastoral leaders play a crucial role in monitoring the well-being and social integration of EAL pupils. They are responsible for ensuring that appropriate peer support mechanisms, such as buddy systems, are in place. Furthermore, they actively promote cultural inclusion and representation within the school community to foster a welcoming and supportive environment for all learners.

7. Provision

7.1. Support may include a range of strategies such as the use of visual aids, simplified instructions, and modelled language within the classroom. It may also involve small group or one-to-one literacy or language interventions, as well as the use of technology, such as translation apps, to aid understanding. Where appropriate, adjustments can be made to homework or assessment formats, and additional support may be provided through peer mentoring and the use of talking partners.

7.2. One to one or small group support with the learning support department would cover such areas as developing fluency when reading and writing, oracy skills, reading comprehension and evaluative skills and preparation for IELTS examinations.

7.3. Where appropriate, pupils may be offered temporary curriculum adjustments to enable targeted English development.

7.4. Teaching materials will reflect cultural diversity and aim to reduce linguistic and cultural barriers.

8. Resources and Tools

8.1. The School may make use of a range of targeted resources to support language development and access to the curriculum. These may include bilingual dictionaries and subject-specific texts to aid comprehension, as well as interactive learning software designed to reinforce key concepts through visual and auditory means. The school may also implement structured phonics and vocabulary programmes—some of which may incur an additional fee—to systematically develop language proficiency and promote academic progress. Examples of

subject-specific strategies might include provision of glossaries, scaffolded tasks, support with extended written questions, regular teacher support and prompts or dual coding to support language acquisition.

9. Monitoring and Review

9.1. Pupil progress is tracked regularly via data points, including internal assessments and teacher observations.

9.2. EAL pupils below fluent level (Bands A–C) are formally reviewed at least twice per academic year by the Learning Support Department, who will liaise with subject teachers. Outcomes of these reviews are shared with parents and relevant staff. A pupil's 'EAL band' may be altered upon review.

10. Working with Parents and Carers

10.1. PGS promotes close partnership with families by providing translated documents or interpreters where feasible, communicating key school information in accessible formats, and encouraging parental involvement in events and learning activities. The school also offers guidance on supporting language development at home to further strengthen the connection between home and school

10.2. For pupils in the EYFS, and where relevant for older pupils too, if a child does not have a strong grasp of English language, teaching staff work with parents and carers to explore the child's skills in the home language, to establish whether there is cause for concern about any delay in the pupil's language development, and what actions, interventions or support are likely to be most beneficial for the pupil.

11. .Training and Development

11.1. All staff receive training on inclusive practices and supporting pupils with EAL.

11.2. Targeted CPD is provided for staff with specific EAL responsibilities or classroom needs.

12. Linked Policies and Documents

12.1. The PGS Additional Educational Needs and Learning Difficulties Policy
12.2. The PGS Equal Opportunities Policy
12.3. The PGS Safeguarding and Child Protection Policy
12.4. The PGS Teaching and Learning Policy
12.5. The PGS Admissions Policy
12.6. The PGS Non-examination Assessment Policy
12.7. The PGS Feedback and Assessment Policy
12.8. The PGS Accessibility Plan
12.9. The PGS Mobile Devices Policy

Allocation of Tasks

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Head (Teaching and Learning) and JS Deputy Head (Academic)	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head (Teaching and Learning) and JS Deputy Head (Academic)	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Deputy Head (Teaching and Learning) and JS Deputy Head (Academic)	As required, and at least termly
Reviewing / receiving input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Deputy Head (Teaching and Learning) and JS Deputy Head (Academic)	As required, and at least annually
Formal review	Deputy Head (Teaching and Learning) and JS Deputy Head (Academic)	As required, and at least annually

Version Control

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