



EAL POLICY

**Policy
Date:**

October 2025

Review:

October 2027

Person Responsible:

NM/Heads of EAL

School Vision

At Britannica we develop our lifelong learners to be responsible, respectful and resolute global citizens who, as independent and inquisitive students, strive happily for excellence in everything they do, in a safe yet challenging environment.

EAL/ESL Summary

At Britannica, the EAL department bases its philosophy around respect and difference, viewing expression through language as a fundamental, core human right. Plurilingualism is encouraged and celebrated within our inclusive and diverse student and staff body. Language acquisition is viewed as joyful and positive, something to be encouraged and explored.

The department promotes that every teacher is a language teacher and welcomes the school's initiative to train and support all teachers in encouraging students' language needs.

EAL teaching is based on a mixture of withdrawal, push-in and additionally targeted one-to-one lessons for students who need extra support and in-class support when necessary.

The Head of EAL Primary and Head of Languages Faculty Secondary consult regularly with mainstream colleagues to ensure that student progress is shared, tracked, celebrated and monitored.

The EAL department currently comprises 3 full-time teachers with additional support lessons from Secondary English teachers.

The EAL department in both Primary and Secondary work closely with the school's Speech and Language therapist to distinguish between EAL and Speech and Language needs to provide the appropriate support for each student.



English as an Additional Language (EAL) Policy

Britannica International School understands that proficiency in English is a one of the most powerful predictors of achievement for EAL pupils and will make provision for all EAL learners to support their academic and social development.

Britannica International School aims to identify and mitigate the specific factors for each child that may make their learning of English more difficult so that all children can acquire the proficiency in English they need to develop to their full potential.

At Britannica International School we aim for our EAL pupils to enjoy academic success equal to that of pupils with English as a first language and recognise that bilingualism can have positive associations with achievement for pupils who are competent or fluent in English.

This policy is part of our commitment to and evidence of creating a tolerant, kind and open community where all are respected and can flourish within our school community irrespective of whether English is a pupil's first language or not.

Aims

We aim to ensure that EAL pupils:

- Become fluent in all aspects of the English language
- Are supported so that they gain full access to the school curriculum
- Progress in all aspects of speaking, listening and writing
- Can respond appropriately in formal conversation
- Understand the complexities and nuances of social conversation
- Develop an appropriate understanding of written language
- Acquire specialist subject-specific language

Admissions Policy

EAL pupils are subject to the same admissions procedures as other pupils. Those with EAL needs identified on the application form or via their current school should be made known to the school prior to the entrance examinations. In appropriate circumstances, allowances will be made regarding the admissions tests to allow those with EAL to show their full potential.

We do not apply a policy of 'double adjustment' once a concession has been made to a pupil to support them taking the entrance exams: all entrance data is then considered evenly for all pupils, as it is by exam boards and universities. This further reinforces the need for pupils and parents to disclose any EAL needs during the application process, to allow us to make potential adjustments to support a pupil taking the entrance exams.

The Heads of School are involved in all EAL student admissions. In some cases, further EAL specialist staff may be called upon. Hungarian native speakers may also be called upon to support with local student admissions.

In Secondary, the Cambridge CEPT test is compulsory for all applicants.

- The CEPT test will also be used during the school year to assess EAL students and monitor progress. This is done with the collaboration of the EAL team.
- Reading ages are cross-checked with the CAT4 results to identify disparities and students in need.
- The Bell Foundation Framework for Assessment is used throughout Primary and KS3.



Identification

We aim to identify those who might benefit from EAL provision either formally with Academic Support help or through informal work with subject teachers in the following ways:

- Declaration by parents on the application form to join Britannica
- Results from CEPT testing and any anomalies during admission which would suggest potential EAL needs
- Pupil or parental concern once a pupil has joined the school
- Teachers' concerns that might be raised either from verbal or written work of potential pupils

Pupils, parents and teachers are encouraged to alert the EAL department to any potential EAL concerns as soon as possible to allow investigation and appropriate sources of support to be provided as soon as possible for the pupil.

EAL Register

The school recognises its obligation to maintain a register of those with EAL so as to ensure appropriate support is given. An EAL Register is kept, and details of EAL pupils are kept on the EAL Register which is kept in our internal school system.

To enable us to provide all necessary support from the critical point of entry we ask at application for details from parents of their son's/daughter's ability in English and language background. Those who are deemed likely to need support are given a further, qualitative assessment which is used to inform a decision as to the appropriate scheme of support, if it is seen to be required. A further check is carried out through Class teachers and Form Tutors to ascertain pupils who are either EAL or bilingual pupils once the year is underway (normally in November). It must be noted that, for whatever reason, parents are often reluctant to identify the student as EAL and record the student as bilingual therefore the school maintains a list of EAL students on the EAL Register.

As well as formal declaration, we obviously encourage parents, pupils and teachers to raise any concerns about language whenever they might occur, to allow us to provide tailored support to pupils with potential EAL needs as and when they arise.



Intervention and Monitoring

We actively monitor the reports and end-of-year examinations of those with EAL needs to ensure they are making good progress and implement interventions and further support where good progress is not being made.

Use of qualitative and quantitative data will be used by class teachers, the EAL department and support teams to inform implementation of appropriate interventions. Adaptive teaching in small groups with an EAL specialist is the primary intervention. Support from our Speech and Language specialist may be offered depending on need.

Frequent monitoring of progress using the Bell’s Assessment criteria alongside CEPT results and other qualitative data is used to inform the transition of pupils with EAL needs out of intervention classes and into other classes focused on developing proficiency in an additional language.

We also monitor the school attendance records of those with EAL needs, as well as the rewards system to ensure that EAL pupils are both attending school and achieving at a commensurate level with other pupils.

Roles and Responsibilities

Head of EAL (Primary)	Haruko Castro	Lead the implementation of EAL support in the Primary phase
Head of Languages (Secondary)	Hakon Osmundsen	Lead the implementation of EAL support in the Secondary phase
EAL Teachers (Primary)	Mouad Rida	Plan, deliver and reflect upon the teaching of EAL in the Primary phase
	Daniela Fino	
EAL Teachers (Secondary)	Aniko Varga	Plan, deliver and reflect upon the teaching of EAL in the Secondary phase
	Nonjabulo Mchunu	
	Charlie Plummer	
SENDCo (Primary)	Kitti Zalatnay-Kovacs	Oversee SEND support in the Primary phase (liaising with the EAL team when appropriate)
SENDCo (Secondary)	Klaudia Kavalecz	Oversee SEND support in the Secondary phase (liaising with the EAL team when appropriate)
Speech and Language Therapist	Georgina Tunn-Rutter	Lead upon and deliver Speech and Language support across the whole school (liaising with the EAL team when appropriate)
Head of Primary	Marie Moreton	Line manage EAL leads. Monitor, evaluate and guide EAL provision.
Head of Secondary	Holly Stroud	