LATYMER UPPER SCHOOL

LATYMER PREP SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (*EAL*) POLICY

PERSON(S) RESPONSIBLE:	DEPUTY HEAD (Academic), PRINCIPAL (Prep)
REVIEWED BY:	EDUCATION & PASTORAL COMMITTEE
DATE OF LAST REVIEW:	February 2026
DATE OF NEXT REVIEW:	February 2027
REVIEWED & APPROVED:	EDUCATION & PASTORAL COMMITTEE OF GOVERNING BODY
DATE OF APPROVAL:	2 June 2026

1. Introduction

1.1. Latymer Upper School and Latymer Prep School (referred to jointly hereafter as ***the School***) is committed to making adequate provision for the teaching and learning of pupils for whom English is an additional language and helping all our pupils to achieve at their highest possible standards by ensuring that their individual needs are met. This includes those pupils defined as having English as an additional language (***EAL***).

2. Definition of EAL

2.1. A pupil with EAL is one whose first language is not English. This includes pupils who are fully bilingual and those who were born in the UK but in a family whose main language is not solely English. Many pupils at the School have been deliberately brought up bilingual, or identify English as their first but not their only language. We recognise EAL brings with it significant positives and that our EAL students enjoy much success at the School.

3. EAL at the School

3.1. At 7+ and 11+ entry children gain a place at the School through highly selective examination procedures, interviews and analysis of reports from their primary/prep school. At Sixth Form, all entrants, who are selected for interview, are tested using an interview process and screening is undertaken by subject specialists in order to ascertain individual suitability.

3.2 There is no specific EAL curriculum, instead the Department for Education (***DfE***) expects that effective teaching and learning for learners using EAL happens through the National Curriculum:

> *"Teachers must also take account of the needs of pupils whose first language is not English" (National Curriculum paragraph 4.5).*

Under the DfE's English proficiency of pupils with English as an additional language (February 2020), schools are required to assess the position of their pupils with EAL against a five-point scale of reading, writing and spoken language proficiency and make a 'best fit' judgement as to the proficiency stage that a pupil corresponds most closely to. See also English as an additional language (*EAL*). All children admitted to the School are deemed to have sufficient competence in English language to fully access the curriculum.

4. Identifying EAL

4.1. As part of the enrolment process, all families new to the School will be asked to confirm where English is not the first language spoken and, in particular, what languages are spoken at home.

5. Support

5.1. The School does not regard having a home language other than English as a difficulty in itself, indeed as a school we are aware of the value of multilingualism and of the contribution that EAL pupils can make to our community. However we are aware that occasionally some pupils may have an individual learning need in relation to this use of English and therefore extra support will be offered where appropriate and on an individual basis by the English Department or others in the school with the expertise to lend support.

Addendum

The School continues to host a number of Ukrainian students in the Upper School who are receiving IELTS preparation lessons from a specialist TEFL/IELTS teacher. Furthermore, all teachers have been issued with advice from the academic team regarding hosting Ukrainian students in lessons and adapting to their needs.

Latymer Upper School saw success once more for 4 Ukrainian students in Summer 2024 with those leaving us taking up places at Higher and Further Education institutions. We remain resolved to continue this support in the coming years.