



English as an Additional Language (EAL) Policy
Including Early Childhood EAL Statement

Policy owner	SENCo	
Formally endorsed by	Trustees	
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English as an Additional Language (EAL) Policy

1. Introduction and mission statement

We are a welcoming school dedicated to holistic, child-centred education. Our creative and experiential “head, heart, hand” curriculum is delivered with artistry and care, embracing the belief that education is a journey, not a race. We celebrate diversity and cultivate reverence for self, others, and the environment in every aspect of school life.

At St Paul’s Waldorf School, we celebrate the diverse cultures, backgrounds and languages within our community. We value the richness that each child and family bring to the life of the school and recognise multilingualism as a strength that enriches learning and deepens cultural understanding. Home languages and cultural traditions are acknowledged and celebrated throughout the school year through classroom life, festivals and shared experiences. Whitsun, in particular, is a festival that celebrates linguistic diversity, cultural understanding and peace. We aim to offer an inclusive education in which the child’s first language is acknowledged and encouraged to develop alongside their acquisition of English.

The school recognises multilingualism as a strength and values the linguistic, cultural and intellectual contributions of pupils with EAL. We believe that maintaining and developing a child’s home language supports identity, wellbeing, cognitive development and the acquisition of additional languages.

Teaching and learning for pupils with EAL is underpinned by research-informed practice, including the principles identified by The Bell Foundation, which emphasise high expectations, meaningful participation, purposeful interaction, language-rich teaching and appropriate scaffolding.

Having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of learners with EAL are not identical; neither are they mutually exclusive.

The school will assess, monitor and support all learners with EAL in their acquisition of English language skills across the curriculum.

2. Statement of aims and commitments

The school shall endeavour to ensure that:

- All learners with EAL participate in and gain access to the Steiner Waldorf Curriculum.
- Attain levels appropriate to their intellectual ability.
- Work with a growing degree of confidence.
- Continue to use their first language with pride and confidence.

- Use a range of language, including everyday English.
- Develop confidence in using curriculum and academic language across a range of subjects.
- Learn to express themselves in both spoken and written English.
- Express themselves confidently in a range of situations, on a variety of subjects, to differing audiences.
- Participate fully in classroom dialogue, collaborative learning and practical activities through appropriate linguistic support and scaffolding.

It is the role of the SENCO/EAL Coordinator to facilitate these aims by:

- Assessing the children soon after they enter the school.
- Consulting parents/carers to gain knowledge of their child's previous experiences.
- Planning, feeding back, and assessing with the child's class teacher.
- Planning with outside agencies with the child's class teacher, if necessary.
- Meeting parents regularly during the year with the child's class teacher.
- Being sensitive to children's differing experiences.

It is the role of the Class Teacher to facilitate these aims by:

- Planning, feeding back and assessing with the SENCO, outside agencies and any other relevant support providers.
- Meeting parents regularly during the year with the SENCO.
- Planning work to the appropriate level the child is at.
- Planning explicitly for both curriculum learning and language development within lessons and blocks.
- Using strategies such as modelling, visual support, structured talk, repetition, contextualised language and collaborative learning to ensure pupils can access learning at an appropriately challenging cognitive level
- Maintaining high expectations of standards of work.

The school will provide equal opportunities for all our children, regardless of gender, race or disability.

3. Context

Children with English as an additional language (EAL) are defined as those who speak or are exposed to another language at home other than English. Pupils with EAL are on the EAL register, taking data from admissions and SIMS and through teacher assessment. At St Paul's Waldorf School, a high percentage of pupils are bilingual, and some are trilingual, whilst being fluent in English. The vast majority of children who arrive with no English will pick up the language through immersion with some in-class adjustments. It is understood that pupils new to English is both learning English and through English.

The school recognises that conversational fluency and academic language proficiency develop over different timescales. Pupils who appear fluent socially may still require support to access the language of the curriculum.

Assessment of pupils with EAL therefore considers both curriculum attainment and English language development over time.

When acquisition is slow, further adjustments are made to aid progression. Key skills are tracked through WRAT screening and teacher led, formative assessment. In rare instances EAL interventions outside the classroom are provided in school, and advice to find tutoring outside school is given.

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

- The number of languages spoken in the school is 30. The highest percentage is English (53%), German (6.7%) Spanish (6.2%), Hebrew (5.7%) Italian and French (5.2%), Danish and Polish (3.8%), Portuguese (3.3%), Japanese (2.8%).
- The number/percentage of pupils who are New to English or in the Early Acquisition stages and require significant support to access the curriculum is 2 children (2% of EAL children.)
- The number/percentage of pupils who are Developing Competence in EAL and require on-going support to access the curriculum is 13 children (12.7% of EAL children.)

4. Key principles for second language acquisition

Additional language acquisition happens most effectively through meaningful immersion in a rich, engaging and language-filled environment. At St Paul's Waldorf School, the broad curriculum provides a wide range of practical, artistic, social and academic learning opportunities through which children develop English alongside curriculum understanding. Throughout the day, pupils are provided with regular opportunities for speaking, listening, storytelling, recall, recitation and purposeful interaction. In each Main Lesson, the recall of previous learning is integral and supports both language acquisition and conceptual understanding.

The school recognises that learning English as an additional language is a long-term developmental process. Pupils are learning both English and through English simultaneously. Conversational fluency and academic language proficiency develop over different timescales, and pupils may require continued support to access the language of the curriculum even when they appear socially fluent.

The following principles underpin teaching and learning for pupils with EAL:

- Home language maintenance is valued and encouraged, recognising that development of the first language supports identity, wellbeing, cognitive development and the acquisition of additional languages.
- An inclusive curriculum means that pupils are not routinely withdrawn from lessons; instead, support is provided primarily within the classroom wherever possible.
- Pupils learn language most effectively when engaged in meaningful experiences, practical activity, storytelling, artistic work and collaborative learning.

- Cognitive challenge is maintained while language demands are appropriately scaffolded.
- Teachers provide comprehensible input through modelling, gesture, visual support, repetition, contextual cues and carefully structured language.
- Opportunities for purposeful talk and interaction are central to language development.
- Repetition, rhythm, movement, recitation and storytelling support memory, understanding and language acquisition within the Waldorf curriculum.
- Pupils benefit from hearing rich and grammatically accurate models of spoken English.
- A supportive classroom environment enables pupils to participate confidently, experiment with language and make mistakes as part of the learning process.

In some circumstances, when pupils join St Paul's in the later classes, discussions may take place regarding previous modern foreign language learning. In some cases, English reading materials or alternative language support may be temporarily provided in place of French lessons to prioritise English language acquisition and access to the curriculum.

5. EAL teaching and learning

Teaching and learning for pupils with English as an Additional Language is embedded throughout the curriculum and school day. Teachers maintain high expectations for all learners and recognise that pupils with EAL may require linguistic support in order to access age-appropriate and cognitively challenging learning. Planning for language development is an integral part of teaching and is closely linked to curriculum learning. Pupils are supported to participate fully in classroom life through inclusive teaching approaches that value multilingualism, encourage purposeful interaction and promote confidence in spoken and written English.

- Teachers maintain high expectations of achievement and participation for pupils with EAL.
- Planning takes account of both curriculum objectives and opportunities for language development.
- Key vocabulary, language structures and concepts are identified and taught explicitly where appropriate.
- Pupils are supported through modelling, demonstration, gesture, visual resources and contextual cues.
- Repetition, rhythm, recitation, storytelling and practical activity are used to support understanding and language acquisition.
- Opportunities for purposeful talk, discussion and collaborative learning are embedded throughout the curriculum.
- Teachers provide clear language models and check regularly for understanding.
- Supportive peer partnerships are encouraged to promote inclusion and language development.
- Language demands may be scaffolded whilst maintaining appropriate cognitive challenge.
- Pupils are encouraged to draw upon their prior knowledge, experiences and home languages as resources for learning.
- Academic language, including subject-specific vocabulary and language for explanation, reasoning and reflection, is developed across the curriculum.
- Higher-attaining pupils with EAL are appropriately challenged and have equal access to enrichment opportunities.
- Assessment of English language development is used alongside curriculum assessment to inform planning, support and next steps in learning.

- The distinction between EAL and SEND is recognised, and language acquisition needs are not assumed to indicate learning difficulties.

Classrooms provide an inclusive, language-rich environment in which pupils feel confident to participate, take risks and develop their English language skills while continuing to value and maintain their home language.

6. Planning, monitoring and evaluation for EAL

Effective provision for pupils with EAL requires ongoing planning, monitoring and evaluation. Assessment information is used to identify strengths, inform teaching and ensure that pupils make progress in both curriculum learning and English language development.

- Teachers plan for both curricular and linguistic outcomes where appropriate.
- Key vocabulary, language structures and opportunities for speaking and listening are identified during planning.
- Progress is monitored through teacher observation, discussion, work scrutiny and formative assessment.
- Assessment information is used to inform classroom support and any targeted interventions.
- Records of EAL learners are maintained and reviewed regularly.
- Teachers and the SENCo work collaboratively to monitor progress and identify any additional support needs.
- Curriculum planning aims to ensure that pupils with EAL can access the full breadth of the Steiner Waldorf curriculum.

7. Special Educational Needs and Gifted and Talented Pupils

The school recognises that having EAL is not a Special Educational Need. Pupils with EAL may have SEND, be identified as gifted and talented, or neither. Care is taken to ensure that language acquisition needs are not mistaken for learning difficulties and that high levels of attainment are recognised.

- EAL and SEND are assessed and monitored separately, although they may coexist.
- Pupils with EAL have equal access to SEND provision where appropriate.
- Pupils with EAL have equal access to extension, enrichment and leadership opportunities.
- Decisions regarding SEND identification are based on a range of evidence gathered over time.
- Consideration is given to the pupil's previous educational experiences, home language development and English language proficiency.
- The school seeks to ensure that pupils with EAL are fairly represented in intervention programmes and extension opportunities.

8. Assessment and record keeping

Assessment of pupils with EAL seeks to provide an accurate picture of both curriculum attainment and English language development. Assessment practices recognise that

pupils may understand concepts and demonstrate learning before they can express this fully in English.

- Initial information is gathered from admissions records, parents and previous settings where available.
- Teacher observation and formative assessment are used to monitor progress.
- Assessment considers both English language proficiency and curriculum achievement.
- Where appropriate, information about a pupil's first language development and literacy is considered.
- Assessment is used to distinguish between language acquisition needs, gaps in prior learning and possible SEND.
- Records relating to EAL provision and progress are maintained and reviewed regularly.
- Assessment outcomes are used to inform planning and support.

9. Resources

A range of resources and strategies are used to support pupils with EAL in accessing learning and participating fully in school life.

- Support staff where appropriate.
- Additional teacher check-ins and monitoring.
- Visual support, demonstrations and modelling.
- Dictionaries and bilingual resources where appropriate.
- Dual-language books and texts where available.
- Vocabulary displays and visual timetables.
- Structured peer support and collaborative learning opportunities.
- Practical and experiential learning materials.
- Intervention groups where necessary.
- Access to multicultural and multilingual resources that reflect the diversity of the school community.

10. Parents/carers and the wider community

The school recognises parents and carers as important partners in supporting children's learning and language development. Strong relationships between home and school help pupils feel secure, valued and confident in their identity and language development.

At St Paul's there are many opportunities for parents and carers to participate in the life of the school. Festivals, celebrations and community events provide opportunities for families to share their cultural traditions, languages and experiences.

- Parents and carers are encouraged to maintain and develop the home language.
- Home languages and cultural traditions are valued and celebrated within the school community.
- Information from parents helps staff understand children's linguistic and educational backgrounds.
- Regular communication takes place between home and school regarding progress and support.
- Families are encouraged to participate in festivals, celebrations and school events.
- Where appropriate, support is provided to help families access key school information.

11. Key responsibilities and staff development

Effective provision for pupils with EAL is a shared responsibility across the school. Staff work collaboratively to ensure that pupils receive appropriate support and are able to access the curriculum fully.

The SENCo/EAL Coordinator will:

- Maintain oversight of EAL provision across the school.
- Support the identification, assessment and monitoring of pupils with EAL.
- Advise staff on effective strategies and resources.
- Liaise with parents, carers and external agencies where appropriate.
- Support transition arrangements for pupils who are new to English.

Class Teachers will:

- Maintain high expectations for pupils with EAL.
- Plan learning that is accessible and appropriately challenging.
- Monitor progress in both curriculum learning and English language development.
- Foster an inclusive and language-rich classroom environment.
- Communicate regularly with parents and carers.

Teaching Support Staff will:

- Support pupils' participation and access to learning.
- Work collaboratively with teachers to implement agreed strategies.
- Encourage language development through interaction and modelling.

The School will:

- Promote a positive view of multilingualism and cultural diversity.
- Provide staff with opportunities for professional development in EAL pedagogy.
- Ensure that staff understand the distinction between EAL and SEND.
- Review EAL provision regularly to ensure it remains effective and responsive to pupils' needs.

Early Childhood EAL Statement (English as an additional language)

EYFS 1.14 *'For children whose home language is not English, providers may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.'*

EYFS 1.15 *'Providers must ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1. When assessing communication, language, and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.'*

The curriculum in Waldorf Kindergartens is rich in opportunities for language development. Children's language develops through creative play, during which there is social negotiation, the sharing of one's ideas for play and the use of imaginative language. Social conversation at the snack table is encouraged. The acquisition of English as an additional language is also facilitated by the provision of experiences such as the repetition of stories, songs and rhymes. During ring time, songs, rhymes and finger games are accompanied by gestures which assist understanding of the meaning of the words. Younger children also benefit from the mixed age group, where they experience and can imitate the more developed language of the older children. The children's home languages are celebrated; teachers learn songs, rhymes and finger games in the home languages within the group.

At birthday celebrations, the cutting of the cake slices may be accompanied by counting in the child's home language. The 'Happy Birthday' song may be sung by the child's family in their home language. This celebration of the home language is continued throughout the child's time at kindergarten and whether they are new to English, becoming familiar with it, confident, competent or fluent in English (See EYFS 1.14) For children new to English, stories may be sent home for parents to read to their children or translate into their home language. The puppets used to tell the story in kindergarten will be available for the children to play with so that they can practice the language of the stories through their own storytelling.

Being a London school within an international community, many of the Early Childhood teachers and Early childhood practitioners have English as an additional language. This brings with it an added richness of language celebration. These teachers share songs, rhymes and finger games in their home languages. These teachers are also aware of the ongoing need for them to develop their accent and grammar in order to best model the English Language.

Monitoring and assessment of children with EAL:

Children's communication and language development is monitored through summative assessments. Teachers discuss the child's stage of EAL with the parents at regular Individual Parent Teacher meetings, to ascertain whether there may be a language delay. The EAL monitoring form is used when there is a concern about English development, and is worked on with parents.

The communication and language aspects of the summative assessment form will be completed, with the help of parents, in the child's first language should it not be possible to assess it in English (ie. if the child is new to or just becoming familiar with English) EYFS 1.15. This is to help ascertain whether there is a delay in English acquisition or an overall language delay.

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