



English as an Additional Language Policy

This policy should be read in conjunction with the SEND Policy

Introduction

This policy details the school's arrangements to recognise and meet the needs of pupils who are learning English as an additional language (EAL). That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school. Throughout this policy and in other related policies and documents, these pupils are referred to as 'EAL pupils'.

Context

The Mount School York welcomes pupils from a range of linguistic and cultural backgrounds. For some pupils, English is not their first language and they may require additional support to develop the language skills needed to access the curriculum fully.

English as an Additional Language (EAL) refers to pupils whose first language is not English and who are learning English alongside their other languages. The Mount School York recognises that these pupils bring valuable linguistic and cultural diversity to the school community.

The level of English proficiency among pupils with EAL may vary considerably. Some pupils arrive with a high level of fluency, while others may require more structured language support in order to participate confidently in lessons and wider school activities. Where appropriate, additional support may be provided to help pupils develop the language skills necessary to engage successfully in their studies and in the broader life of the school.

The school is committed to supporting pupils with EAL so that they are able to access learning, make progress across the curriculum and participate fully in the academic, co-curricular and social life of The Mount School York.

All pupils are immersed in the curriculum using English and the acquisition of spoken English can be rapid, although support with other language skills such as reading is often still needed. Where this is not the case, pupils will receive extra EAL lessons either instead of a curriculum lesson, during break time, after school or in a study period. Extra help is also provided to pupils in Year 10 and College who need some extra tuition in preparation for internationally recognised English language exams such as Cambridge B2 First Certificate in English and IELTS.

Aims and Objectives

The aim of the EAL department at The Mount School York is to support pupils whose first language is not English in developing the language skills and confidence needed to take part fully in their academic studies, co-curricular activities and social interactions during their time at the school, and to contribute positively to the school community and beyond.

The Mount School York is proud to welcome pupils from a range of linguistic backgrounds and recognises that developing proficiency in English is essential for both academic success and emotional wellbeing. The school therefore seeks to support each pupil according to their individual level of language development and experience.

Date of Review: March 2026

Date of Next Review: March 2028

Reviewer: Deputy Head (Senior School)

Language develops most effectively when it is used in meaningful contexts across the curriculum, and effective communication underpins learning in every subject. Staff work collaboratively to ensure that the language demands of learning tasks are recognised and planned for, enabling pupils to access learning and extend their understanding.

In doing so, we aim not only for excellence but the provision of a language for life.

Whole School Responsibility

At The Mount School York, supporting pupils with English as an Additional Language is a whole-school responsibility. While the EAL department provides specialist support and guidance, all teaching staff play an important role in helping pupils develop the language skills needed to access the curriculum and participate fully in school life.

Teachers at The Mount School York are encouraged to recognise the language demands within their subject areas and to plan learning activities that enable pupils to understand key concepts while continuing to develop their English. Collaboration between the EAL department and subject teachers ensures that appropriate strategies and support are in place to meet the individual linguistic needs of pupils.

Through this shared approach, The Mount School York aims to create a learning environment in which pupils with EAL are able to engage confidently in lessons, co-curricular activities and the wider life of the school.

Identification and Assessment

At The Mount School York, pupils who may require support with English as an Additional Language are identified through the admissions process and information provided by parents or previous schools. This may include details of a pupil's first language, previous experience of learning in English and relevant academic reports.

Potential language difficulties may also be identified through admission testing, initial classroom observations and a placement assessment undertaken during the pupil's first term at the school. These measures help determine the pupil's level of English proficiency and the type of support that may be required.

Class teachers play an important role in this process and may refer a pupil to the EAL Coordinator if concerns arise regarding a pupil's language development or ability to access the curriculum.

Assessment information is used to identify individual linguistic needs and to determine the most appropriate form of support. Pupils' language development is monitored over time so that provision can be adapted as their English proficiency and confidence develop.

EAL Provision

At The Mount School York, support for pupils with English as an Additional Language is tailored to individual need and may take a variety of forms depending on a pupil's level of English proficiency and stage of learning.

Provision may include:

- small group EAL lessons focused on developing academic English
- individual language support where appropriate
- targeted support to help pupils access subject-specific vocabulary and concepts

- guidance for pupils preparing for recognised English language qualifications where required

The aim of this provision is to enable pupils to participate confidently in lessons, co-curricular activities and the wider life of the school. Support is designed to complement classroom learning and to help pupils become increasingly independent in their use of English.

Provision is reviewed regularly to ensure that support continues to meet the developing linguistic needs of each pupil.

Monitoring and Tracking Progress

The progress of pupils receiving EAL support is monitored regularly through:

- teacher feedback
- assessment outcomes
- language proficiency development
- academic performance across subjects

Provision may be adjusted according to pupil progress and ongoing assessment.

Responsibility of Staff for Supporting EAL Pupils

Staff will:

- ensure lesson planning considers the needs of pupils with EAL
- follow guidance provided by the EAL Coordinator
- adapt teaching approaches and resources where appropriate
- support the inclusion of pupils with EAL in lessons
- consult information shared by the EAL Coordinator
- communicate with parents or guardians where appropriate

Responsibility of the EAL Coordinator

The EAL coordinator will:

- inform staff of EAL pupil needs, through CPD training and when/if further information becomes available
- respond to requests for information on EAL pupils
- liaise with pastoral staff on EAL pupils
- liaise with subject staff and monitor progress
- liaise with the Examinations Officer to ensure appropriate access arrangements are in place for internal and public examinations, where necessary
- assess pupils' proficiency level upon joining The Mount
- keep EAL register up to date to ensure that it keeps pace with pupil progress
- schedule extra English language lessons with pupil if required.

Teaching and Learning

EAL pupils will:

- be supported to access the curriculum, with adjustments made where appropriate
- are taught with their peers

- are placed with fluent English speakers who will provide them with a good language model
- are placed in sets to match their ability

Teaching staff will:

- plan for and provide appropriate stimuli for language development
- provide opportunities for younger children to use their home language in play and learning
- encourage EAL pupils to use English by generating opportunities for active participation in lessons
- plan for teaching and learning of subject specific vocabulary
- use visual support of all kinds, as appropriate
- encourage the use of bilingual dictionaries where necessary
- consider language use and provide suitable contextual clues for EAL pupils
- be aware that school culture and environment (e.g., teaching; learning; routines and practices) may differ from the school culture that EAL pupils have previously experienced
- plan for and provide specific time for pupils with EAL needs, if necessary
- be aware that an EAL pupil's social language may be more advanced than their academic language
- liaise with the Head of EAL as and when appropriate

Early Years

In the Early Years we extend the children's English vocabulary by creating personal books with photographs of key places, objects and people to develop and extend their English language. Parents and teachers build a personal dictionary for the children so that parents can support their language development at home. Children are encouraged to use their home language whilst at play and staff actively promote older girls or staff who speak the same language to come and talk to and play with the children.

This policy will be reviewed periodically to ensure that provision for pupils with English as an Additional Language continues to meet the needs of pupils at The Mount School York and reflects current best practice.