



British Overseas School: English as an Additional Language (EAL) Policy

A. Introduction

The British Overseas School (BOS) recognizes the linguistic diversity of its students and is committed to ensuring that all students, including those for whom English is an additional language (EAL), have equal access to the curriculum. BOS values multilingualism as an asset and seeks to support students in developing both their English proficiency and their home languages.

B. Definition of EAL

An EAL learner is defined as a student whose first language or home language is not English and who is in the process of acquiring proficiency in English to access the full school curriculum and participate in all aspects of school life.

- “First language” refers to the language(s) to which the child was initially exposed during early development and continues to use at home or in the community.
- EAL learners may be newly arrived, bilingual, or students born and educated primarily in a country where English is not the main language of communication, whose proficiency in academic English is still developing.
- EAL is not considered a Special Educational Need (SEN); however, EAL students may also have additional learning needs that require coordinated support.

C. Aim of the Policy

This policy is designed to:

- Ensure that students who require EAL support receive effective interventions that enable them to access the curriculum fully.

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Foster an inclusive learning environment where EAL students feel valued and confident.

- Support teachers in implementing effective strategies to meet the needs of EAL learners.
- Promote an appreciation of linguistic and cultural diversity within the school community.

D. Scope of this Policy

This policy applies to:

- All students for whom English is not their first language.
- Teaching and support staff involved in the education of EAL students.
- Parents and guardians seeking guidance on EAL support at BOS.

E. Identification & Assessment of EAL Students

- Upon admission, all students complete a language background questionnaire.
- Students identified as requiring EAL support will undergo an initial assessment of their English proficiency in speaking, listening, reading, and writing.
- Pupil EAL Assessment Profiles are created for each identified learner, providing a brief summary of their current attainment across the four language strands and their overall EAL proficiency level. These profiles are shared with teachers to inform planning and differentiation.
- Progress is monitored regularly through formative and summative assessments, with adjustments made to their support plan as needed.

F. EAL Support Strategies

BOS provides a range of tailored interventions to support EAL learners, including:

- In-class support: Differentiated instruction and scaffolding techniques.
- Targeted withdrawal sessions: Small group or one-to-one support with a specialist EAL teacher.

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- Peer mentoring programs: Pairing EAL students with fluent English-speaking peers.
- Use of bilingual resources: Where appropriate, key concepts may be introduced in a student's home language to aid understanding.

Parental involvement: Providing guidance to parents on how to support their child's English development at home.

G. Teaching & Learning Approach

All teachers at BOS are responsible for supporting EAL learners by:

- Using clear and accessible language in classroom instruction.
- Incorporating visual aids and practical demonstrations.
- Encouraging collaborative learning to enhance language acquisition.
- Differentiating tasks and expectations based on language proficiency levels.

H. Inclusion & Integration

BOS is committed to full integration of EAL students into the school community by:

- Encouraging participation in extracurricular activities, school events, and leadership opportunities.
- Promoting cultural exchange and celebrating linguistic diversity through school-wide events.
- Avoiding segregation of EAL learners and ensuring they are included in mainstream education as much as possible.

I. Governance & Responsibilities

- Senior Leadership Team: Oversees the implementation of the EAL policy and ensures it aligns with the school's educational objectives.
- EAL Coordinator: Responsible for assessing students, developing intervention plans, and providing staff training.
- Classroom Teachers: Implement effective EAL strategies and monitor student progress.

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- Parents & Guardians: Encouraged to collaborate with the school to support their child's language development.

J. Evaluation of EAL

The success of the EAL programme will be evaluated using the following criteria:

- Student progress: Demonstrable improvement in English proficiency across the four language domains.

Access to curriculum: Evidence that EAL students can engage with and succeed in the mainstream curriculum.
- Teacher practice: Staff confidence and competence in using EAL strategies as part of regular teaching.
- Student voice: Feedback from EAL learners on their sense of inclusion and progress.
- Parental engagement: Active participation of parents in supporting language development.

J. Monitoring & Review

- The effectiveness of the EAL provision will be reviewed annually.
- Progress data for EAL students will be tracked to ensure interventions remain effective.
- Updates to the policy will reflect changes in best practices and educational research.

Review Schedule: Every 3 years

Last Reviewed: 7 November 2025

Next Review Due: 7 November 2028

Approved by: Mr Andrew Williams, Principal