



ST JOHN'S BEAUMONT

EAL Policy

This policy is applicable to the whole school including Boarding and Early Years Foundation Stage.

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Contents

Introduction	3
Mission Statement.....	4
Statement of Departmental Aims and Commitment to EAL provision at St John's Beaumont	4
The Context of St John's Beaumont.....	5
Admission of New Pupils	6
Special Educational Needs.....	6
Parental/Community Involvement.....	6
Staff Development.....	7



INTRODUCTION

This policy sets out the procedures for English as an Additional Language (EAL) provision at St John's Beaumont, including Boarding and the Early Years Foundation Stage.

The aim of this policy is:

- To promote equality of opportunity for all learners for whom English is an additional language.
- To enable each pupil to develop maximum linguistic competence during their time at the school.
- To deliver a broad, balanced and ambitious curriculum which reflects the needs of pupils with EAL.
- To provide appropriate support to ensure full access to academic and social aspects of school life.
- To ensure each EAL pupil achieves their full potential through a High Performance Learning (HPL) approach that combines challenge with structured support.

HIGH PERFORMANCE LEARNING

At St John's Beaumont, our approach to English as an Additional Language (EAL) is underpinned by the principles of High Performance Learning (HPL).

We believe that high achievement is not fixed but can be developed through purposeful teaching, structured support and the cultivation of positive learning behaviours. In line with the HPL framework, we maintain consistently high expectations for all EAL pupils. We recognise that linguistic development is separate from cognitive ability, and that pupils learning English as an additional language are capable of demonstrating advanced thinking skills even when their proficiency in English is still developing.

Our EAL provision therefore:

- Promotes a growth mindset and the belief that all pupils can achieve excellence with the right support and challenge.
- Explicitly teaches the language of thinking, reasoning and academic discussion to enable pupils to access higher-order learning.
- Develops Advanced Cognitive Performance Characteristics (ACPs), including critical thinking, meta-cognition and problem-solving.
- Nurtures Values, Attitudes and Attributes (VAAs), such as resilience, confidence, empathy and intellectual curiosity.
- Ensures that EAL pupils are not cognitively limited by their stage of English acquisition, but are appropriately challenged in all curriculum areas.





- Encourages independence and self-regulation in language learning, enabling pupils to take increasing ownership of their progress.
- Integrates High Performance Learning language and principles consistently throughout the policy to ensure alignment with whole-school practice.
- Embeds HPL fully within EAL provision so that expectations, teaching approaches and assessment practices reflect a coherent and consistent High Performance Learning philosophy across all sections of this policy.
- Teachers differentiate carefully to ensure that language scaffolding supports access to ambitious curriculum content without reducing intellectual demand. Through adaptive teaching, modelling of academic language, and structured opportunities for oracy, reading and writing across the curriculum, EAL pupils are supported to perform at the highest levels.
- Rigorous monitoring and assessment systems ensure that EAL learners are both supported in developing English proficiency and challenged to achieve at standards consistent with the school's High Performance Learning approach.

MISSION STATEMENT

To equip pupils with the highest possible level of understanding of written and spoken English, ensuring academic excellence and holistic success, and fostering the characteristics, values and learning behaviours associated with High Performance Learning.

STATEMENT OF DEPARTMENTAL AIMS AND COMMITMENT TO EAL PROVISION AT ST JOHN'S BEAUMONT

The term EAL (English as an Additional Language) is used to refer to pupils whose language at home is any language other than English. At St John's Beaumont every child should feel able to make a valued contribution to school life in order that self-confidence and self-esteem can develop, following the SEND Code of Practice (2015).

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their additional home language(s) and background. As a school, we are aware that bilingualism, or even tri-lingualism can be a useful learning tool.

The aim of this policy is to assist and support all EAL pupils in their acquisition of English language skills to be able to fulfil their academic potential. To ensure we are able to assess the skills and needs of pupils with EAL and to provide for their needs. To equip teachers and teaching staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL. To monitor





pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets. This policy applies to all pupils, including those in the early years.

The EAL Department takes great pride not only in fostering the highest achievements possible for all EAL pupils but also seeking to enrich knowledge of British culture and values.

The term EAL (English as an Additional Language) refers to pupils whose home language is not English.

We recognise that linguistic development is distinct from cognitive ability. Pupils learning English as an additional language may demonstrate advanced thinking skills even when English proficiency is still developing. In line with our High Performance Learning philosophy, we maintain consistently high expectations for all pupils.

We are committed to:

- Valuing bilingualism and multilingualism as strengths.
- Promoting a growth mindset and the belief that high achievement is attainable for all.
- Developing Advanced Cognitive Performance Characteristics (ACPs), such as critical thinking, meta-cognition and problem-solving.
- Nurturing Values, Attitudes and Attributes (VAAs), including resilience, confidence, empathy and intellectual curiosity.
- Explicitly teaching the academic language required for reasoning, analysis and discussion.
- Ensuring that language acquisition does not limit intellectual challenge.
- Through adaptive teaching and appropriate scaffolding, pupils are supported to access ambitious curriculum content without reducing cognitive demand.
- This policy applies to all pupils, including those in the Early Years.

THE CONTEXT OF ST JOHN'S BEAUMONT

The EAL Department is an important and valued department at St John's Beaumont.

In view of the fantastic diversity at St John's Beaumont it is paramount to develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities. This will be accomplished through rigorous monitoring, evaluations and review systems, as well as the implementation of school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.

Children who are identified as EAL during the admissions process are placed on a bespoke register, placed on a whole-school EAL register and their abilities closely monitored through interventions, EAL support and targeted teaching. EAL pupils are monitored termly on their





progress. Parents are warmly invited to meet the SENDCo (who oversees the provision for pupils with EAL) to discuss any aspects of a pupils learning.

ADMISSION OF NEW PUPILS

At St John's Beaumont we pride ourselves on the diversity of our students from all over the world. We are delighted that many of these students are bi-lingual or even tri-lingual, but English is not the first language for the majority of them. It is essential therefore that a careful assessment of spoken and written English language levels is undertaken during the admissions process to ensure that each child joining the school is supported and enabled to thrive in our learning environment.

The admission of all new pupils to St John's Beaumont is detailed in the School's Admissions Policy.

SPECIAL EDUCATIONAL NEEDS

We recognise that intelligence is not measured in the ability to speak English fluently and St John's Beaumont recognises that most EAL pupils needing support with their English do not have SEND needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

If a child is not progressing through the 5 stages of language acquisition as expected, the schools SEND policy will be followed. Some EAL pupils may be identified as having a special educational need and Disability (SEND) and in such cases pupils will have equal access to school SEN provision, in addition to EAL support.

PARENTAL/COMMUNITY INVOLVEMENT

We are proud to be a vital part of the St John's Beaumont family and we actively encourage parental and broader community involvement. This is demonstrated through our admissions and induction processes, as well as in the appropriate use of interpreters where required (and in close liaison with the pupil's parents/guardians). We pride ourselves on making every effort to celebrate the achievements of EAL learners. The improvement of student's ability in written and spoken English is one that is vital to their education and enriches their life at home, it is therefore imperative that every effort is made to engage with parents/guardians throughout this element of their journey at St John's Beaumont.





STAFF DEVELOPMENT

Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.

