

English as an Additional Language Policy

Reviewer: JCR, September 2025 / February 2026
Education Committee: March 2026

Next review by: February 2027



1. Introduction

- 1.1. Godolphin and Latymer is committed to 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. Equality and Inclusion

- 2.1. The School recognises its responsibilities under the Equality Act 2010 and is committed to ensuring that pupils with English as an Additional Language are not disadvantaged in accessing the curriculum or wider school life.
- 2.2. Provision for pupils with EAL forms part of the School's broader approach to inclusion and is considered alongside Special Educational Needs and Disabilities (SEND) where relevant to ensure coordinated support.

3. Definition of EAL

- 3.1. 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 Godolphin and Latymer have been deliberately brought up bilingual, or identify English as their first but not their only language.

4. EAL at Godolphin and Latymer

- 4.1. At 11+ entry, pupils 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 are tested using the same examination and interview process and screening is undertaken by subject specialists in order to ascertain individual suitability. All pupils admitted to the school are deemed to have sufficient competence in English language to fully access the curriculum.
- 4.2. The appropriate descriptors from the Bell Foundation framework for Secondary Schools applying to our EAL pupils are Band E for the majority, and occasionally Band D. These are coded as follows:

	Listening	Speaking	Reading & Viewing	Writing
Band D	Applying listening skills over an increasing range of contexts and functions	Competence in producing more varied and complex speech in a wider range of contexts	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks	Demonstrating competence in controlling the content and structure of writing with greater accuracy and using a fuller range of vocabulary and grammar

Band E	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance	Developing competence in fluent, creative use of English	Engaging with curriculum-related reading activities independently and productively in different subject areas	Demonstrating competence in writing accurately and independently in a variety of genres and in critically evaluating resources to support their writing
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5. Identifying EAL

- 5.1. As part of the enrolment process all families new to the school are asked to complete an individual learning needs questionnaire, which includes questions about other languages spoken and, in particular, languages spoken at home. In addition, all Year 7 pupils complete a screening test during the Autumn term to identify any who may require additional support. Any class teacher may refer a pupil to the Individual Learning Needs (ILN) Coordinator if they are thought to be having difficulty.
- 5.2. Pupils identified as requiring support specifically because of the impact of EAL on their studies are added to the EAL register. Teachers are given advice about the pupil's support needs in their subject.
- 5.3. The ILN Coordinator makes regular termly reviews of those on the EAL register to ensure that support is effective for each pupil.

6. Support

- 6.1. At Godolphin and Latymer, support for EAL pupils is holistic, with each pupil at the very centre of their own language-learning experience. Godolphin and Latymer 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 that any difficulty they experience in attempting to express their thoughts with clarity and nuance can hamper their achievement and progress. Therefore:
 - 6.1.1. All staff may refer a pupil at any time during her school career to the ILN Department.
 - 6.1.2. Advice to staff about meeting individual EAL needs will be provided by the ILN Department.