Mission
For all members of Team QE to aspire to the Hill Standard:

"*To be the best that I can with the gifts that I have*" - The Hill Standard-

Vision
To consistently be recognised as a world-renowned educational community.

Collegiate Ethos
To ensure a supportive and mutually respectful environment, encouraging diversity, wellbeing, pro-activity and innovation, whilst empowering all members of Team QE to thrive.

Aims
We aim to:

Build skills for lifelong learning and future success.

Foster a spirit of adventure and discovery.

Promote happiness, positive health and community safety.

Instil our values of respect, responsibility and integrity.

# QUEEN ETHELBURGA'S COLLEGIATE

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

**Authorised by the Collegiate Board**

**Signed:** *A.K. Martin*
**Chair of the Collegiate Board**

**Date: 25 March 2026**

**Effective date of the policy: 25 March 2026**

**Next policy review: 01-28 February 2027**

This policy was reviewed and approved by the Collegiate Board on **25 March 2026**. It is effective from this date and remains in force until the next scheduled full annual review by the Collegiate Board in **March 2027**.

Following the full annual review, an interim policy update was approved by the Collegiate Board with effect from **01 September 2026**. This update reflects statutory, non-statutory and operational changes taking effect from that date. Details of the changes are recorded in the version control summary and have been communicated to relevant staff.

**Version 1.0: 25 March 2026**
**Version 1.1: 01 September 2026**

***A copy of this policy document bearing the original handwritten signature, as signed and approved at the Board meeting, is held on file by the Board Secretary.***

# QUEEN ETHELBURGA'S COLLEGIATE

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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| **Review period:** 01-28 February 2026<br><br>**Due for review:** February 2027 | **This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:**<br>Education (Independent School Standards) Regulations 2014<br><br>Keeping children safe in education 2026 (KCSIE) - in force from 01 September 2026<br><br>Working together to safeguard children 2026: statutory guidance (DfE, 18 March 2026)<br><br>Boarding schools: national minimum standards in force from 5 September 2022, updated 18 May 2026<br><br>Early years foundation stage (EYFS) statutory framework - effective from 01 September 2026<br><br>Education and Skills Act 2008<br><br>Equality Act 2010<br><br>Childcare Act 2006<br><br>Children and Families Act (2014)<br><br>Teachers' Standards (DfE 01 July 2011, updated 13 December 2021)<br><br>Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR, 1 January 2021)<br><br>Data (Use and Access) Act 2025 | **To be viewed alongside the following related policies and documentation:**<br><br>Able, Gifted and Talented Policy<br><br>Academic Monitoring Policy<br><br>Admissions and Transitions Policy<br><br>Assessment Policy<br><br>Behaviour and Discipline Policy<br><br>Curriculum Policy and Plans<br><br>Data Protection and Privacy Policy and Privacy Notices<br><br>Equality, Diversity and Inclusion Policy<br><br>Teaching and Learning Policy | **Publication and availability for Staff, Parents, Carers and Prospective Parents:**<br><br>This policy is published on the QE website and on the Parent Portal. It is available to staff on SharePoint. |

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| | **This policy has regard to the following guidance and advice:**<br><br>The Independent School Standards - Guidance for independent schools (April 2026)<br><br>Equality Act 2010: advice for schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014, updated 28 June 2018)<br><br>SEND code of practice: 0 to 25 years (DfE and DHSC, 11 June 2014, updated 12 September 2024)<br><br>Teaching online safety in schools (DfE, 26 June 2019, updated 12 January 2023)<br><br>What equality law means for you as an education provider: schools (Equality and Human Rights Commission, 2014)<br><br>Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) | Special Educational Needs (SEN) and Disability Policy<br><br>Staff Code of Conduct<br><br>Thrive at QE – Behaviour Expectations and Values | |

# QUEEN ETHELBURGA'S COLLEGIATE

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

## 1. Introduction and definitions

1.1. This policy applies to Queen Ethelburga's Prep School and Queen Ethelburga's College, hereafter referred to as ***the Collegiate***. All staff members across these settings are collectively known as ***Team QE***. Queen Ethelburga's Prep School includes the Explorers Nursery at QE, Chapter House Preparatory School, and King's Magna Middle School. Queen Ethelburga's College is comprised of two specialist phases: a Senior School for Key Stage 4 and a Sixth Form for post-16 study.

1.2. The term English as an Additional Language (EAL) is used when referring to students whose main language at home is a language other than English.

## 2. Aims

2.1. This policy sets out the Collegiate's aims and strategies regarding meeting the needs and skills of EAL students:

2.1.1. To ensure that Collegiate-wide strategies effectively support EAL students in accessing the curriculum.

2.1.2. To help EAL students to become confident and fluent in English, to be able to fulfil their academic potential.

2.1.3. To be able to assess the skills and needs of students with EAL and to make appropriate provision throughout the Collegiate.

2.1.4. To equip teachers with the knowledge, skills, and resources to be able to support and monitor students with EAL.

2.1.5. To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.

2.1.6. To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

2.1.7. To welcome and value the cultural, linguistic, and educational experiences that students with EAL bring to the Collegiate.

2.1.8. To provide age-appropriate qualifications for all students from Year 7 upwards, building confidence, adding challenge, and facilitating progression through the qualifications framework.

## 3. Responsibilities

3.1. The Collegiate Board is responsible for ensuring that the Collegiate fulfils the **Education (Independent School Standards) Regulations 2014)**.

3.2. The Collegiate Board has delegated to the Principal responsibility for ensuring implementation of this policy, with the day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance, and review, lying with the Academic Director.

3.3. The Department Lead – Languages is responsible for overseeing the baseline testing of all EAL learners and in recommending their placement on appropriate programmes of English learning. The Department Lead – Languages is also responsible for the quality of support offered to EAL learners in lessons offered by the department.

3.4. The International Programme Co-ordinator is responsible for monitoring the overall outcomes of EAL learners and reporting to the Academic Director at each assessment point.

3.5. All staff are responsible for the ongoing welfare of all EAL learners as part of their general safeguarding duties.

3.6. Staff should remain alert to any additional vulnerabilities that may arise through language barriers, cultural adjustment, separation from family, boarding arrangements or limited familiarity with UK safeguarding systems.

3.7. The responsibilities of all teaching staff are outlined in section 8 of this policy.

## 4. Identification of need and admissions

4.1. Upon application to join the Collegiate, our Admissions procedure is designed to identify students who will meet our entrance criteria.

4.2. This process is outlined in the **Admissions and Transition Policy** and would involve, for students with EAL, a CAT4 test, an Oxford online English test and an interview with a member of the Admissions or Academic staff.

4.3. Previous school reports and a student's educational background are also considered in making offers and in ensuring the provision is in place within school to ensure the optimum levels of academic and welfare support. The final decision to offer a place is made by the Principal or member of Queen Ethelburga's Leadership Team (QELT).

4.4. Students identified with English as an Additional Language, and without a recognised qualification to indicate fluency from the Common European Framework of Reference (CEFR), are baseline tested, soon after arrival, to ensure the amount and level of English provision is appropriate to ensure both access to the curriculum and effective language acquisition.

4.5. The Collegiate's Languages department has a team of six specialist EAL teachers who provide specific timetabled lessons, as well as advice and training for staff in working with EAL students.

4.6. The school teams include International Liaison Officers, who are first language Mandarin / Cantonese, Thai and Russian speakers and support with welfare, academic tracking, intervention and contact with parents. Speakers of other languages are also employed by the Collegiate, and they provide support and a link with parents as required.

## 5. Early Years Foundation Stage (EYFS) and Chapter House

5.1. EAL learners in Chapter House attend all lessons with their year group and may also be offered short-term intervention and/or in-class support with a teaching assistant or EAL specialist. Older students and Liaison Officers may be used to provide the opportunity for children to express themselves in their first language.

5.2. In the EYFS, we plan opportunities for children to develop their English, with the Key Person providing support to help them take part in activities.

5.3. The EYFS helps children learn English by building on their experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another.

5.4. We also provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults. If a significant need is identified, a trained EAL teacher will provide the necessary support to enable progress.

5.5. In the EYFS, we plan opportunities for children to develop their English. The child's Key Person provides support to help each child to engage in activities that develop their language in play and learning.

5.6. In the EYFS, for children whose home language is not English, opportunities are provided to develop and explore a child's use of their home language in play and learning, building on a child's experiences and skills and supporting their language development at home.

5.7. Students in Chapter House who have English as an additional language are assessed using the baseline assessments, as set out in the **Chapter House Monitoring and Tracking procedure** but may be assessed further by the Languages department. They attend all lessons with their year group and may also be offered short term intervention and/or in-class support with a teaching assistant. Our aim is to immerse and support in a welcoming environment. Older students and Liaison Officers may be used to provide the opportunity for children to express themselves in their first language. Care is taken to challenge EAL children according to their academic ability.

## 6. King's Magna (Years 6-9)

6.1. Most students with EAL remain in mainstream lessons, as their English proficiency is typically sufficient to allow them to access the subject content, and to ensure maximum exposure to the English language.

6.2. Although most students will attend all lessons with their year group, those requiring slightly more support may be offered a **one-year programme** in EAL teaching in place of Humanities lessons or during Form Time, until they reach sufficient fluency in English. EAL lessons are provided in the curriculum when required (see details in the **King's Magna Curriculum Plan**).

6.3. The Collegiate also offers a **Foundation Programme in Academic English** for Year 9 students which provides more bespoke English support. This course can be adapted with the amount of EAL support tailored to a student's English ability but is designed for those students with a lower level of English and to prepare them to transition into Key Stage 4. More details of this course can be found in the King's Magna Curriculum Policy

6.4. Progress is continually assessed throughout the year and culminates in age and level appropriate, internationally recognised examinations from the Cambridge Examinations board - **Cambridge Preliminary** or **Cambridge First**.

6.5. For all students with English as an Additional Language, the primary focus is on integration and helping students to make the most of the English-speaking community around them.

Thus, students are taught a range of idiomatic language and functional language. If any students are identified with a need for extra support this is provided at a level required.

6.6. The department creates a safe learning environment where students feel able to express themselves and are empowered to make mistakes. This is also a key feature of EAL teaching in Key Stage 4.

## 7. Queen Ethelburga's College

7.1. EAL lessons are provided for all students where it is felt that this will be beneficial or necessary for their current or future education. Entrance testing, previous school reports, and tests on arrival will help to identify such students.

7.2. Students are fully integrated into lessons with first language English speakers unless they are attending specific English as an Additional Language lessons. The Collegiate also offers a one-year intensive English Language course for those students whose levels of English are too low to access the mainstream curriculum. This is offered to students aged between 14 and 16 years.

7.3. Students on this course will work towards completing the **Cambridge First Examination** and **International English Language Testing System (IELTS)**. Support is offered to some students who need to make more rapid progress through clinics and teacher intervention.

7.4. Students with English as an Additional Language on the mainstream pathway in Key Stage 4 may sit the IGCSE in Second Language English if this is felt to be more suitable for their levels of English.

7.5. EAL students in Key Stage 5 without a GCSE or IGCSE in English are prepared and entered for the IELTS examination on at least one occasion during Year 12 and again in Year 13. These examinations take place at the Collegiate. Students are free to take additional examinations where space is available, or these can be arranged independently at external test centres.

7.6. Students continue to attend EAL lessons until they have certificated IELTS results of 7 or above, or they are able to show that they fulfil the requirements of the Universities to which they are applying.

7.7. The focus of teaching in Key Stage 5 is the development of academic language and knowledge to prepare them for the next stage of their studies.

7.8. The Collegiate offers a **one-year University Foundation course** for students aged 17 and above. This is a stand-alone course consisting of Business or Science programmes, alongside Mathematics and EAL lessons. This leads to an external qualification offered by the Northern Consortium of UK Universities (NCUK).

7.9. Details on these courses, including the volume and frequency of lessons, can be found in the **College Curriculum Policy**.

7.10. The Languages department and the school teams take responsibility for tracking the progress of the students and providing support and/or lessons. The progress of all sixth form students is formatively assessed with targeted work set on areas of weakness.

## 8. Expectations of all staff

8.1. All staff are expected to:

8.1.1. Promote a learning environment where students feel secure enough to use their newly acquired language skills.

8.1.2. Acknowledge the importance of a child's home language(s) and cultural background.

8.1.3. Create a learning environment which promotes respect, co-operation, and mutual support beneficial to all individuals and to not tolerate racist or biased attitudes and behaviour.

8.1.4. Value the contribution made by all students.

8.1.5. Use teaching methods and styles that take account of the needs of EAL students from different ethnic groups.

8.1.6. Ensure planning provides differentiated learning opportunities matched to EAL student's needs.

8.1.7. Encourage and give opportunities to use formal written and spoken English as well as developing colloquial English.

8.1.8. Use texts to help develop the structure of English and to provide opportunities for discussion.

8.1.9. Provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning.

8.1.10. Where possible, ensure groupings for EAL students provide opportunities to hear and participate with English speakers.
8.1.11. Have high expectations of students but be sympathetic to emotional difficulties students may be experiencing
8.1.12. Provide opportunities for speaking, listening, reading, and writing for a range of purposes and audiences across the curriculum.
8.1.13. Maximise opportunities to develop social and personal confidence.
8.1.14. Use ICT to aid an EAL student's development and achievement.

## 9. EAL and Special Educational Needs

9.1. A child must not be regarded as having a learning difficulty solely because the *language* or (*form of language*) *in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home* (**section 20 (4) Children and Families Act 2014**).

9.2. However, if the Collegiate has reason to believe that a student with EAL may also have special educational needs or a learning difficulty, we will act as referred to in the **Special Educational Needs (SEN) and Disability Policy**, providing support as needed.

9.3. Similarly, the Collegiate recognises that there may be EAL students who are able, gifted, or talented, even though they may not be fully fluent in English. These students will be identified in the same way as, and have access to the same opportunities as, all other students within the Collegiate.

## 10. Welfare Provision

10.1. Students with EAL have the same access to welfare and pastoral support as all other students in the Collegiate.

10.2. For students from other countries, including those with EAL, Thrive Wellbeing sessions on homesickness and Peer Mentor support from older students with the same nationality, will be particularly valuable.

10.3. Concerns related to safeguarding should be reported to the Head of Student Welfare and Personal Development (Designated Safeguarding Lead (DSL)). Where students have other pastoral needs, the Student Welfare team, the School Teams, and Boarding staff are all available to provide support.

10.4. The team of International Liaison Officers provide a further layer of support for any student with EAL. These are available in the School Teams and in Boarding and cover

Chinese, Russian and Thai student languages specifically, as well as providing more general support to all students with EAL.

10.5. Staff should be aware that language barriers may sometimes make it more difficult for students to communicate safeguarding concerns, wellbeing concerns or requests for support. Appropriate assistance, including translation support where appropriate, should be provided to help students access help and make their views known.

## 11. Training

11.1. The Collegiate ensures that regular guidance and training is arranged so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

11.2. The Languages department run the externally assessed and accredited **Teaching Knowledge Test: Content and Language Integrated Learning (TKT CCLIL) course**.

11.3. This course is specifically designed for teachers involved in the teaching and learning of English using the target language to teach other subjects across the curriculum.

## 12. Record keeping

12.1. All records created in accordance with this policy are managed in accordance with the Collegiate's policies that apply to the retention and destruction of records. The records created in accordance with this policy may contain personal data.

12.2. The Collegiate has several privacy notices which explain how the Collegiate will use personal data about students and parents. The privacy notices are published on the Collegiate website. In addition, staff must ensure that they follow the Collegiate's **data protection policies and procedures** when handling personal data created in connection with this policy. This includes the **Collegiate Data Protection and Privacy Policy**.

12.3. A privacy notice is available to view on the Collegiate website.

## 13. Sharing of data and confidentiality

13.1. This policy has been reviewed in accordance with the **Data Protection Act (2018)** and the **UK General Data Protection Regulation (UK GDPR, 1 January 2021)**. More information about **UK GDPR** can be obtained from the Information Commissioner's Office (ICO) website.

13.2. The Collegiate accepts it has a duty of care to ensure individuals' data is kept safe and secure and the Collegiate **privacy notices for staff, parents and students** provide information regarding the personal information we collect and hold; what we do with it; who we can share it with; and how long we retain data.

13.3. Data Protection does not prevent the sharing of information for the purposes of keeping children safe.

13.4. When sharing confidential information about a member of staff or student, the Collegiate has regard to its responsibilities under the **Data Protection Act 2018**, the **UK General Data Protection Regulation (UK GDPR)**, and the **Data (Use and Access) Act 2025**, which amends aspects of the UK data protection framework. Where applicable to specific provision, the Collegiate also has regard to the **Education (Pupil Information) (England) Regulations 2005 (as amended)**.

13.5. The Collegiate has a **Data Protection Officer (DPO)** who can be contacted directly at dpo@qe.org.

## 14. Policy availability

14.1. Parents, prospective parents, and carers can access this policy on the Collegiate website and it is published on the parent portal.

14.2. Hard or electronic copies of this policy can be requested from the PA to the Principal at esd@qe.org.

14.3. A hard copy can be made available to view during normal Collegiate opening hours, on request, from the PA to the Principal.

14.4. This policy can be made available in large print or where possible an accessible format, if required.

14.5. Policies are available to all staff on the SharePoint page - All Staff Documentation - Policies and Procedures.

## Version Control Summary

| Version Number | Summary of Changes | Approved by | Date |
|---|---|---|---|
| **1.0** | Full annual policy review conducted by the Collegiate Board.<br>Signed by the Collegiate Board **25 March 2026.** | • Collegiate Board | 25.03.2026 |
| **1.1** | Policy updated to reflect changes in statutory and non-statutory guidance. | • Collegiate Board | 01.09.2026 |

## Version Control Table

| Version Number | Purpose/Change | Author | Date |
|---|---|---|---|
| **1.0** | • The **annual** policy review concluded on **28 February 2026**.<br>• This policy was published with effect from **25 March 2026** | • Academic Director | 25.03.2026 |
| **1.0 Amendments and updates** | • **Updated links and references throughout this document and in the table on pages 1 and 2 to include:**<br>➢ Working together to safeguard children 2026: statutory guidance (DfE, 18 March)<br>• **Clarifications and amendments made to existing policy in line with changes in statutory and non-statutory guidance and operational procedures:**<br>➢ Amendments have been made to improve grammar, clarity, and overall readability to ensure the policy is coherent and contextually accurate.<br>➢ Updated the fourth Collegiate aim to read ***"Instil our values of respect, responsibility and integrity"***<br>➢ Updated the first paragraph of the **Introduction** to accurately reflect the scope of the policy<br>➢ Minor revision made to wording in **subparagraph 2.1.1** to clarify effective support strategies are in place<br>➢ **Paragraph 4.5** updated to reflect that the department has a team of six specialist teachers | • Academic Director<br>• Head of Regulation | 25.03.2026 |

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| | ➢ Paragraph 6.1 minor amendments to wording to clarify meaning and added paragraph 7.4<br>➢ Updated the link to Policies and Procedures throughout the policy | | |
| **1.1 Amendments and updates** | • **Updated links and references throughout this document and in the table on pages 1 and 2 to include:**<br>➢ Keeping children safe in education 2026 (KCSIE) - in force from 01 September 2026<br>➢ Boarding schools: national minimum standards in force from 5 September 2022, updated 18 May 2026, Part A: Governance, leadership and management<br>➢ Early years foundation stage (EYFS) statutory framework - effective from 01 September 2026<br>➢ Data (Use and Access) Act 2025<br><br>• **Clarifications and amendments made to existing policy in line with changes in statutory and non-statutory guidance and operational procedures:**<br>➢ Updated to reflect September 2026 statutory and non-statutory guidance changes, including revised safeguarding, EYFS, boarding, Independent School Standards, data protection, and wellbeing references.<br>➢ **Section 3. Responsibilities and safeguarding:** Strengthened staff responsibilities by adding reference to the additional vulnerabilities EAL learners may experience, including language barriers, cultural adjustment, boarding arrangements and unfamiliarity with UK safeguarding systems.<br>➢ **Section 10. Welfare provision:** Expanded reference to wellbeing and safeguarding support for EAL students, including translation support where appropriate. | • Academic Director<br>• Head of Regulation | 01.09.2026 |