



London Academy

English as an Additional Language Policy

#We are the Future

Approved By:	Emily Olot
Position:	Director
signed:	
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Review Team:	Head of SEND/Inco English Department team members

London Private Academy School English as an Additional Language Policy

Vision:



Mission Statement:

Empowering children with 21st-century skills.
 Providing a happy, safe, and caring environment for all individuals.
 Promoting learning through project-based and technology-based tools.
 Delivering an exciting curriculum while fostering high self-esteem and respect.
 Partnering with parents to develop children educationally, morally, spiritually, physically and socially.

Rationale:

Implementing a robust EAL policy at London Private Academy is crucial for fostering linguistic inclusivity, academic success, and cultural diversity. Offering ESL and first language curricula, allowing exam choice in ESL or first language, and providing a full-time EAL support teacher and EAL practices in all classrooms demonstrate our commitment to supporting students' linguistic development. Collaboration between the Head of SEND and Inclusion and the Head of Academics, using the CEFR for placement, ensures personalised language instruction tailored to individual proficiency levels. This approach promotes a supportive learning environment where language barriers are minimised, and inclusive practices are prioritised, aligning with our goal of providing a linguistically inclusive and academically enriching experience for all students.

Aims:

Equitable Language Learning Opportunities: Ensure that all students, regardless of their linguistic background, have equal opportunities to excel academically by providing tailored support through ESL and first language curricula, exam flexibility, and dedicated EAL resources.

1. Enhanced Linguistic Proficiency: Foster the development of students' language skills by offering a structured EAL program that supports



language acquisition, comprehension, and communication in both academic and social contexts.

2. **Cultural Inclusivity:** Promote cultural diversity and understanding by integrating EAL practices across all classrooms, creating an inclusive environment where students' diverse linguistic backgrounds are celebrated and respected.
3. **Personalised Support:** Implement a systematic approach to assessing and addressing students' learning needs on the CEFR-based ladder, ensuring that each learner receives individualised language instruction that caters to their specific proficiency level and fosters continuous linguistic growth.

Guidelines:

- **Curriculum Integration:** Integrate ESL and first language curricula across subjects.
- **Professional Development:** Provide staff training on EAL practices.
- **Individualised Support:** Use CEFR banding..
- **Resource Allocation:** Ensure adequate resources for EAL support.
- **Monitoring and Evaluation:** Regularly assess policy effectiveness for continuous improvement.

Admissions Requirements (English Language)

As part of our admission policy, we assess students' level in English language to ensure LAR is the best possible choice for the child and to establish the support that needs to be put in place in accordance with the child's level and ability.

	Classification on CEFR	Minimum Requirement
Reception – Year 1	✗	✗
Year 2 - 6	Basic	A1 - A2
Year 7 - 11	Independent User	B1 - B2
Year 12 - 13	Proficient	C1



An EAL programme will be in place for students who are identified as needing additional support to ensure they reach the desired language levels. Identifying students who need additional support will take place through

- ✓ Admissions testing
- ✓ standardised tests
- ✓ Referral from teacher, parent or student themselves.

Our EAL programme is delivered on needs basis not year group level and each programme may run for differing lengths, the delivery of this programme is run through

- ✓ In class support
- ✓ Timetabled extra lessons (this may mean withdrawal from another subject, but not core subjects)
- ✓ After school class

The EAL programme is compulsory for all identified students, costing and length of the programme will be discussed with each family.

Differentiation

At London Private Academy, we value catering to individual student needs and recognize their diverse learning styles and language backgrounds. Differentiation is carried out by teachers, who tailor questions, provide extra support, and offer extension tasks to challenge students. Our "I Do, We Do, You Do" approach enhances differentiated learning, especially for EAL learners. This method allows gradual student independence, supported by teachers. With a range of activities and resources, teachers can address specific student needs. By incorporating this approach, along with a commitment to differentiation, we ensure all students, including EAL learners, receive personalised support to excel academically.

Strategies for Supporting EAL Learners at London Private Academy:

At London Private Academy, we empower teachers with specific strategies to create an inclusive and engaging learning environment for EAL children. Here are some key approaches to ensure the best possible experience for EAL students during lessons:

- **Engage EAL Pupils:** Encourage participation by asking EAL pupils questions to ensure they feel valued and challenged like their peers. It is essential for them to feel included in the group dynamic.
- **Identification and Support:** Recognize EAL students and make note of them in personal registers for individualised attention and support.



- **Effective Communication:** Speak slowly and clearly, ensuring EAL pupils understand instructions and content. Encourage them to ask questions and actively participate.
- **Vocabulary Support:** Explain key words, provide definitions (e.g., using interactive whiteboards for scientific terms), offer specialist vocabulary books, and discuss new words in advance to enhance comprehension.
- **Visual Aids:** Utilise visual aids such as pictures and iPads to aid in explaining meanings and concepts effectively.
- **Assessment Preparation:** Provide homework tasks, revision lists, key words, and practice tests before assessments to support EAL students in their learning process.
- **Considerations:** Be mindful of challenges like reading joined-up handwriting and the use of humour or sarcasm, which can affect EAL students' comprehension and sense of belonging in the classroom.
- **Peer Support:** Pair EAL students with proficient English speakers to foster language development and integration within the classroom.

By implementing these strategies, teachers at London Private Academy can create a supportive and inclusive learning environment that caters to the diverse needs of EAL learners, promoting their academic growth and overall well-being.

Formal assessment

There will be a general English proficiency assessment for all students during the admission process, at whatever point of the academic year the student may join the school.

Students attending the EAL programme classes (in addition to regular classes) will be assessed at the end of each completed unit or stage, or earlier if the teacher deems it appropriate. The result of this assessment will lead the student either

- ✓ Revising key content where mis conceptions have arisen
- ✓ Moving to the next appropriate level of the EAL programme
- ✓ Completing and graduating from the EAL programme.

Parents will be informed and there will be an additional report for parents whose children are enrolled in the LAR EAL programme.



Parent Consultation

Parents of students requiring additional EAL support will be notified and informed of the number of hours the student will receive EAL and what classes the student will be taken out of or need to attend after school, in order to receive EAL support. Parents will also be notified in writing when a student has successfully attained the minimum level of English required for his/her year group, and as such will no longer be required to come off timetable to have additional English lessons.

Behavior and Health & Safety Guidelines at London Private Academy:

At London Private Academy, behaviour and health & safety guidelines are paramount in creating a safe and conducive learning environment, especially during EAL lessons. Here are the specific measures in place:

- **Adherence to School Rules:** School and classroom rules are to be followed at all times during EAL lessons. EAL teachers must be well-versed in school rules and health and safety procedures to address any potential issues effectively, including scenarios like fire drills, earthquakes, or other emergencies.
- **Student Awareness and Enforcement:** Students will be briefed on school rules, health and safety protocols, and classroom expectations related to behaviour. It is the responsibility of the classroom teacher to enforce these guidelines to maintain a secure and enjoyable learning atmosphere.

Policy Review: This policy undergoes regular review by the School Leadership Team and the Head of Academics. Adjustments are made as necessary to align with evolving requirements and updates in the realm of behaviour management and health & safety protocols.