



SHERBORNE PREP

Particulars of the Educational and Welfare Provision for Pupils with whom English is an Additional Language

Approving body: SLT

Owner: Senior Deputy Head Academic

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Executive Summary

This policy outlines the provision to support pupils with English as an Additional Language at Sherborne Prep.

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General

Provision for pupils with English as an Additional Language (EAL) is part of the Learning Support Department. EAL support is offered to help pupils from overseas with the necessary language skills to function and integrate in our school and culture and to approach their studies and life with confidence at Sherborne Prep School and beyond.

A pupil is defined as having English as an Additional Language (EAL) if they are exposed to a language at home that is known or believed to be other than English. This includes pupils who are fully bilingual and those at early stages of English acquisition.

In line with guidance set out in the 2010 Equality Act, at Sherborne Prep School we believe that all pupils should expect to receive an education that enables them to achieve the best possible educational outcomes and become confident, able to communicate their own views and be ready to make a successful transition into their next school and ultimately adulthood and employment. This means:

- We will monitor the progress and development of pupils with EAL and tailor support appropriate to their individual needs.
- The EAL teacher maintains records of assessment outcomes, learning targets, and progress data for each pupil, which are reviewed regularly and shared with class teachers and parents.
- We will make reasonable adjustments to prevent pupils with EAL being put at a disadvantage.
- We will take appropriate steps to promote quality of opportunity and to prevent any discrimination (intended or otherwise) between all adults and pupils.
- We will support teachers to plan lessons carefully and to anticipate potential areas of difficulty for pupils with EAL, thereby removing potential barriers to pupil achievement.
- We will offer specific language support to children whose first language is not English, to pupils who lack the necessary language skills to provide access to the curriculum and to those who do not yet use English confidently.
- We will support pupils for assessment. Given the diverse range of language needs, we will also ensure that EAL provision is flexible and tailored to individual pupil requirements.

Pastoral Support

At Sherborne Prep School, pupils with EAL have many opportunities to learn about British culture and values. EAL lessons can also enable the EAL teacher to take an interest in the general pastoral well-being of the pupil and additionally how the pupil might be coping in the wider school community. Any minor concerns shall be communicated with the appropriate boarding or teaching staff. More serious concerns shall be referred to the Deputy Head Pastoral as in line with school and safeguarding and pastoral procedures.

The school values the cultural and linguistic diversity EAL pupils bring to the community and encourages them to share their languages and traditions.

Staff are alert to potential safeguarding and pastoral challenges faced by pupils with EAL and ensure that communication about welfare concerns is clear and, where necessary, supported by translation or parental assistance.

Staffing

The EAL teacher is responsible for the coordination of EAL provision and liaises with the Head of Learning Support and school staff. They may teach individuals, paired pupils or small groups throughout the school, depending on need and demand. The EAL teacher also communicates with parents regarding provision and provides regular feedback on progress in line with the school's reporting process.

Admissions Procedure

Prior to admission, the Admissions Team liaises with the EAL teacher regarding possible support. When joining the school, international pupils are informally assessed on their language skills and depending on their need, a plan is put together to provide appropriate support. Some pupils may require specific, targeted intervention, and a learning programme will be put in place in discussion with parents. The EAL teacher also works closely with subject teachers to ensure that suitable classroom strategies are put in place to support any pupils with EAL.

Pupils with EAL have equal access to all areas of the curriculum and to co-curricular activities. Support is provided primarily through inclusive classroom strategies and targeted intervention where necessary.

EAL is not considered a learning difficulty in itself. However, pupils with EAL may also have SEND, and where this is suspected, the Learning Support Department will coordinate appropriate assessment and provision.

Class Strategies

Teachers take specific actions to help pupils with EAL to develop their spoken and written English. This may include:

- Modelling and showing how spoken and written English is structured.
- Enlisting the aid of any appropriately bilingual pupils in the group to act as a translator.
- Providing support through the use of technology and dictionaries.
- Ensuring that there are effective opportunities for conversation and that verbal prompts are used to support writing.
- Repeatedly re-wording and re-phrasing any discourse in English with the pupil.
- Employing, and encouraging the pupil to employ, non-verbal modes of communication, e.g., gestures and drawings, to support any attempts at verbal discourse.

- Encouraging pupils to transfer experiences, knowledge, skills and understanding of their home/first language to English, focusing on the similarities and differences between them.
- Using accessible texts and materials that suit the pupil's age and level of learning.

Induction Process

First day at school

The child spends form time in their class to meet and get to know their form and to receive their timetable and additional school resources, e.g., Prep diary or school device. The EAL teacher meets with the new pupil at their earliest convenience.

The First Term and Beyond

Boarding staff, form teachers and all teaching staff take opportunities to inform foreign students about British life and culture, e.g., Royal family, government, education system, money, local and national history and geography, current affairs, tourist attractions, mail, trains and buses, etc.

Form teachers actively encourage contact and the exchange of experiences between British and international pupils. The relationship should be one of give and take between equals. Home visits can be a wonderful way of experiencing British life.

For the well-being of international pupils, it is important to foster and appreciate their talents and their culture. Pupils with EAL may not understand everything that is going on, academically and socially, so they may feel uncertain or confused. However, they are working hard learning English, studying the curriculum and adapting to the culture far from home so all staff aim to support in every way possible.

Review

This policy is monitored and reviewed annually by the Senior Deputy Head Academic in consultation with the Head, the EAL teacher, and the Head of Learning Support.

Appendix 1: Summary of Changes

- This is the first issue of this policy in the updated policy template.