

# English as an Additional Language (EAL) Policy

Effective from: February 2025

Last reviewed: September 2026

Next review due: August 2026



**KING'S COLLEGE SCHOOL**

**PANAMA**

## Purpose and Strategic Context

King's College School Panama is a British international school and part of Inspired Education Group. We educate pupils from Early Years to IBDP within a linguistically diverse community in which many pupils speak Spanish or another language at home.

This policy sets out how the school identifies, supports, monitors and evaluates provision for pupils learning English as an Additional Language. It ensures that all pupils:

- Have full and equitable access to the curriculum
- Develop the academic language required for success at IGCSE and IBDP
- Achieve outcomes in line with their cognitive potential
- Experience an inclusive environment that values multilingualism.

Multilingualism is regarded as a strength. EAL is not viewed as a deficit but as a developmental phase requiring structured, ambitious and time-bound support.

This policy is aligned with:

- British Schools Overseas Standards
- EYFS Statutory Framework
- Inclusion Policy
- Admissions Policy
- Assessment Policy
- Safeguarding and Child Protection Policy.

## Definitions

EAL

A pupil who has been exposed to a language other than English during early childhood and continues to use that language at home.

ELL

A pupil whose proficiency in English is not yet sufficient to access the curriculum independently and who therefore requires additional provision.

Not all EAL pupils require ELL provision.

Language proficiency is understood across three domains:

- Linguistic fluency including vocabulary, grammar and academic register
- Cognitive academic language proficiency required for subject reasoning
- Sociocultural confidence and participation.

The school uses the Bell Foundation framework to assess and track English proficiency across all phases.

## Principles of Provision

Provision at King's is underpinned by five core principles:

- Every teacher is a language teacher

- Curriculum access is non-negotiable
- Academic language development is explicit and planned
- EAL is distinct from special educational need
- Impact is measured through attainment, progress and independence.

EAL provision operates through a graduated three-tier model consistent with the school's Inclusion framework.

### Tier 1 Quality First Teaching

All teachers adapt planning, modelling and assessment to ensure accessibility. This includes:

- Explicit vocabulary instruction and retrieval practice
- Structured talk and sentence stems
- Visual scaffolds and dual coding
- Modelled academic writing
- Clear explanation of examination command terms.

Quality First Teaching is monitored through whole-school teaching and learning reviews.

### Tier 2 Targeted In-Class Support

Additional scaffolding, adapted materials and structured peer support coordinated by the EAL team. Support may include:

- Pre-teaching of key vocabulary
- Structured guided reading
- Targeted writing conferences
- Collaborative planning with subject teachers.

### Tier 3 Intensive Language Intervention

Time-limited specialist intervention delivered by qualified EAL staff for pupils requiring accelerated acquisition. Provision is clearly defined, monitored termly and reviewed against measurable outcomes.

## Identification and Admission

EAL identification begins at admission and continues through ongoing monitoring.

Indicators at admission include:

- EAL declaration on application form
- Prior schooling in a non-English medium
- CAT4 profile significantly higher than English attainment
- School reports indicating language-related barriers.

### Admission Assessment

#### Primary

Where CAT4 verbal score is below 85 or where English proficiency is unclear:

- Language screener

- Short oral assessment
- Reading and decoding check
- Writing sample
- Meeting with parent.

## Secondary

Where CAT4 verbal score is below 85:

- Online language screener
- Short structured conversation
- Five-minute writing task.

All pupils requiring support are assessed using the Bell Foundation framework and assigned a proficiency band.

## Early Years Provision

In Early Years, language development is monitored through observational assessment and communication milestones. Staff are trained to distinguish between typical bilingual developmental patterns and indicators of speech and language difficulty.

Where concerns arise:

- Assessment is reviewed collaboratively
- Parents are consulted
- Referral pathways are followed where appropriate.

Language acquisition in EYFS is viewed as developmental and not prematurely pathologised.

## Placement and Intervention

Following assessment, pupils are placed on the EAL register and assigned a proficiency level.

Provision may include:

- In-class scaffolded support
- Small group intervention
- Intensive language acquisition programme.

Weekly intervention allocation is determined by proficiency band and phase. The allocation model is reviewed annually and approved by SLT.

## Charging

King's guarantees curriculum access for all pupils.

Reasonable classroom adjustment and universal provision are included within standard tuition.

Where specialist small group or intensive EAL intervention is required beyond standard curriculum access, additional fees will apply due to the individualised and time-bound nature of provision.

The school ensures:

- No pupil is denied access to core curriculum due to language
- Parents are informed clearly at admission
- Charging is transparent and proportionate
- Decisions are reviewed termly
- Provision remains time-limited and impact-driven.

## Curriculum and Academic Outcomes

EAL pupils follow the full British curriculum across EYFS, Primary, KS3, IGCSE and IBDP.

Planning includes:

- Explicit academic vocabulary instruction
- Structured talk opportunities
- Modelled extended writing
- Adapted formative assessment where appropriate.

In Key Stage 4 and IBDP, support focuses on subject-specific academic register, essay structure and examination command terminology. EAL staff collaborate with subject teachers to pre-teach vocabulary and model high-level written responses aligned to assessment criteria.

## Exam Access Arrangements

Where permitted by awarding bodies, pupils may access:

- Bilingual word-for-word dictionaries
- Up to 25 percent additional time where evidence supports need
- Separate room where appropriate.

All access arrangements comply fully with examination board regulations and are supported by documented evidence.

Monitoring, Quality Assurance and Impact

Monitoring is systematic and data-driven.

The EAL team ensures:

- EAL register updated termly
- Bell Foundation band progression tracked
- Comparison of attainment against CAT4 cognitive profile
- Tracking of IGCSE and IB performance for former EAL pupils
- Termly review meetings with Heads of Section.

Quality assurance includes:

- Termly lesson sampling focused on language scaffolding
- Book scrutiny reviewing academic vocabulary development
- Moderation of Bell Foundation banding
- Inclusion in whole-school teaching and learning reviews.

The school sets the expectation that EAL pupils make progress at least in line with non-EAL peers once cognitive baseline is considered. Cohort data is analysed annually and reported to SLT and proprietorial representatives.

Pupil voice is gathered annually to evaluate confidence, participation and sense of belonging.

## **Exit Criteria and Post-Exit Monitoring**

Pupils exit intensive EAL provision when they demonstrate:

- Secure academic language proficiency
- Independent curriculum access
- Bell Foundation band indicating competent or fluent level
- Sustained attainment in line with cognitive profile.

Exited pupils remain on a monitoring list for two terms to ensure sustained independence and attainment stability.

## **Safeguarding and SEND Interface**

Language acquisition must not mask safeguarding or learning concerns.

Language barriers must not impede disclosure of safeguarding concerns. Staff are trained to use age-appropriate communication strategies and, where necessary, translation support to ensure pupils can report concerns safely.

The EAL Lead works closely with:

- Head of Inclusion
- SEND team
- Designated Safeguarding Lead.

Where underachievement persists despite appropriate EAL provision, further assessment is considered.

No pupil is identified as SEND solely due to stage of language acquisition.

## **Roles and Responsibilities**

Head of School

- Strategic oversight
- Ensures compliance with BSO standards
- Reports EAL outcomes to proprietorial representatives.

EAL Led

- Leads EAL strategy and quality assurance
- Oversees assessment and banding
- Monitors impact data
- Reports termly to SLT.

Head of Inclusion

- Ensures alignment with SEND and wider inclusion frameworks

#### Heads of Sections

- Ensure consistent classroom implementation
- Monitor academic progress and outcomes.

#### Class Teachers

- Plan explicitly for language development
- Maintain high academic expectations
- Monitor progress and escalate concerns appropriately.

#### Parents

- Support language development at home
- Engage with review meetings
- Maintain open communication with the school.

## **Professional Development**

All staff receive ongoing professional development in:

- Academic language teaching
- Differentiation for EAL learners
- Avoiding misidentification of SEND
- Assessment interpretation including CAT4 and Bell Foundation banding.

EAL provision and outcomes form part of performance review discussions and whole-school quality assurance cycles.

## **Review and Governance**

This policy is reviewed annually and evaluated through:

- Data analysis
- Pupil voice
- Parent feedback
- Teaching and learning reviews
- BSO preparation audits.

EAL outcomes form part of the School Self Evaluation and are reported within the annual academic performance review to ensure strategic oversight and continuous improvement.