# English as an Additional Language Policy

## Shrewsbury School

September 2026

# Contents

**1. Introduction** ..... 3
**2. Identification and Support** ..... 3
**3. Monitoring and Reporting** ..... 4

# 1. Introduction

1.1 Shrewsbury School is committed to providing a high standard of education in English and welcomes pupils with a variety of linguistic backgrounds.

1.2 A pupil with English as an Additional Language (EAL) is defined as one who has been exposed to a language at home that is other than English, or who was exposed to more than one language (which may include English) during early development, irrespective of that child's current proficiency in English.

1.3 Shrewsbury School has a significant proportion of international pupils from a range of homes across the globe and recognises that for some pupils English will be an Additional Language. As well as being committed to ensuring that all pupils are integrated into our school community, Shrewsbury School is also committed to ensuring that language is not a barrier to learning. The EAL policy is designed to be flexible to accommodate the learning needs of individuals.

# 2. Identification and Support

2.1 Pupils are expected to demonstrate a good standard of spoken and written English at point of entry to the School and teachers are trained to incorporate EAL classroom strategies into their routine lesson plans.

2.2 The parents or guardians of all pupils arriving at the School are surveyed before full enrolment to determine whether they meet the definition of having EAL. Where a pupil meets that definition, the pupil is added to the School's EAL register, so that all teachers can support those pupils (see 1.1).

2.3 Where a pupil on the School's EAL register is also identified through the admissions assessments, as having a pronounced need, the School offers additional bespoke EAL support.

**Third Form entrants**

2.4 Third Form entrants identified with pronounced need are offered EAL as an academic subject embedded within the Third Form curriculum. EAL is taken instead of one of their Classical or Modern Foreign Language options. In the first term at Shrewsbury, an EAL specialist will contact parents or guardians of pupils who have been identified as having pronounced need to give them the choice of this pathway.

2.5 Third Form EAL lessons are designed to support the wider curriculum and concentrate on the acquisition of language skills. The EAL specialist will liaise with and respond to the marking and assessment of the pupil's English teacher and will provide advice and guidance on strategies which will improve the pupil's progress, achievement, confidence and enjoyment.

2.6 There is no charge for these Third Form EAL lessons which fall within normal curriculum time.

**All other pupils**

2.7 All entrants from other year groups (typically Fourth Form and Lower Sixth) who have been identified with pronounced need are offered optional individual tutorials in EAL, outside of the normal academic timetable, in a targeted and appropriate manner with an EAL specialist.

2.8 The School also offers individual tutorials to Sixth Form pupils who request support with preparation for English proficiency assessments, which often form part of conditional offers at university (e.g. IELTS).

2.9 Occasionally, teachers identify a pronounced need for EAL pupils who have been at Shrewsbury for period of time (i.e. who are not new entrants). Identification is made by the teacher using classroom assessment evidence and is through the School's internal referral process.

2.10 Those pupils who have been identified with pronounced need and are not new entrants will (if in Third Form) be offered the opportunity to attend group EAL lessons within the timetable in place of a Classical or Modern Foreign Language, if they are not already attending those lessons. They may otherwise/also be offered optional individual tutorials in EAL, outside of the normal academic timetable, in a targeted and appropriate manner with an EAL specialist.

2.11 There is a charge associated with all EAL tutorials that fall outside of the normal academic timetable, with the EAL specialist requiring parents and guardians to consent to the charge before tutorials commence. The current rate can be obtained by contacting the Finance Office.

## 3. Monitoring and Reporting

3.1 All pupils who attend 1:1 or 2:1 EAL tutorials have an EAL Pupil Profile document. Where particular need is identified, Third Form pupils may also have an EAL Pupil Profile document. The EAL Pupil Profile is created by the EAL teacher and contains advice on teaching strategies and indications of where problems might arise for each classroom teacher. This allows for an embedded approach, allowing teachers to carefully manage EAL needs within the classroom without drawing attention to any individual pupil.

3.2 All EAL teachers write regular academic reports on their pupils, as part of the academic reporting cycle. They also read the academic reports of their pupils to inform and enhance practice. Regular termly reviews of provision for EAL pupils takes place to ensure that it remains effective for individuals. In many cases, pupils make sufficient progress, so that they no longer require additional EAL support.

3.3 At the end of each academic year, the Lead EAL teacher compiles the assessment results of all pupils currently receiving EAL support within the school. The EAL teacher and English teacher(s) review this information and give their professional opinions about the pupil and give a recommendation as to whether EAL support should continue into the next year. Parents are then consulted with this recommendation.