



IPSWICH HIGH SCHOOL

WOOLVERSTONE HALL  
SUFFOLK, ENGLAND

# EAL Policy

2026-27

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## Introduction

Having taken on international boarders at the beginning of the 2019-2020 school year, Ipswich High School began its focus on EAL education. In September of 2020, IHS hired an EAL co-ordinator to oversee the formation and head the development of the EAL department. The EAL department is therefore responsible for teaching all programs that relate to English as an Additional Language. The courses are designed to meet the students' linguistic needs and prepare each student for further education. These courses include:

- EAL lessons that focus on developing reading, writing, listening, and speaking skills.
- EAL lessons that focus on grammar, academic vocabulary, colloquialisms, and idioms
- EAL lessons that prepare the student to excel in examinations in IELTS<sup>1</sup>, Cambridge Proficiency Exams, TOEFL<sup>2</sup>, and any academic evaluations with an ESL focus.
- Providing an IGCSE ESL course EAL students in Years 10 & 11 having been assessed as needing language support.

The purpose of this policy is to outline the school's approach to identifying and meeting the needs of pupils who are classified as having English as an additional language and to help ensure that Ipswich High School meets the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010. This policy is applicable to all pupils, including those in the EYFS.

### **Rationale**

In England, the curriculum is almost entirely delivered and assessed through the medium of English language. Therefore, language development must form a key component of a school's curriculum, so that all pupils can both access the curriculum and successfully demonstrate what they have learnt. Successful learning should therefore translate into every pupil's ability to articulate their knowledge and understanding appropriately, and the curriculum must take account of this fundamental need. This is particularly important for EAL pupils, as they are developing their competency in English and are therefore less likely to perform to their full potential.

Therefore, as IHS desires to provide effective and sufficiently rapid language development for EAL pupils, the school must establish an EAL department that will ensure any EAL learners falling behind or linguistically disadvantaged pupils at risk of achieving below the national average, get the support and learning development they need.

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<sup>1</sup> The **International English Language Testing System** measures the language proficiency of people who want to study or work where English is used as a language of communication

<sup>2</sup> The **Test of English as a Foreign Language** is a standardized test to measure the English language ability of non-native speakers wishing to enrol in English-speaking universities

## **Definition**

In defining EAL we have adopted the following definition: 'An EAL student is a student whose first language is not English. It does not refer to the stage of English these students may be on. Many EAL students speak English on a par to individuals whose first language is English. The title of EAL encompasses students who are fully bilingual and all those at different stages of learning English.' EAL students may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English-speaking school
- Born abroad, but moved to the UK at some point before starting school or
- Born in the UK, but in a family where the main language is not English.

## **Mission Statement**

The EAL department of Ipswich High School exists to support and develop pupils' appreciation and knowledge of the English language and British Culture, manners and behaviour while maintaining their indebtedness to their own language and culture. The EAL department strives to enable pupils to undertake their studies in all subject areas successfully.

## **Departmental Aims**

- Ensure all EAL students at Ipswich High School, have full access to the curriculum, both within taught lessons and beyond in order to do justice to their academic ability in examinations; understand lessons, revise and convey on paper or in oral tests the information they have learnt; express ideas and opinions without detrimental limitation of language or vocabulary; and to deduce, apply and analyse within their intellectual capabilities.
- Provide programmes for all EAL pupils needing support to enable them to access mainstream subjects and successfully integrate with other students and participate in activities, so that they may play a full part in the life of the IHS community.
- Provide a learning environment where students feel confident in expressing themselves in English so that each EAL student can communicate any personal, social, or academic problems to others effectively and with confidence and fully understand all rules and safety procedures.
- Enable students to reach their full potential and participate fully in all subjects through the use of English so that by the time university application and interviews are reached, students can express themselves with confidence, accuracy and maturity.
- Raise the level of EAL-informed teaching in mainstream classes, by offering workshops, INSET sessions, CPDs, and support to the wider school

## EAL Program

The EAL department strives to identify a student's needs at the earliest opportunity, recognising the skills they bring to the school and ensuring equality of access to the whole curriculum. This help is a mixture of academic and pastoral and extends to all areas of school life, as these students are learning not only a second language but also how to adapt and thrive in a new culture.

### **Entrance Assessment**

All Senior School applicants who have indicated a language other than English being spoken at home, or that English is a second language on their application or if their principal language of communication is not English, are assessed by the Head of EAL on entry, in order to determine their level of English proficiency for appropriate placement and grouping. An English assessment may only be in the form of a Duolingo English Test, TOEFL certificate, a UKiSet profile, IELTS certificate, or other certified English Language exam result. Once applicants complete the registration form, they are scheduled for an interview with the relevant Heads of Department and the Head of EAL. During the interview with the Head of EAL, a speaking and English comprehension assessment is conducted. In every case that an EAL student is identified by the admissions department, evidence of English language level must be identified, and an arrangement should be made for a face-to-face interview conducted by the Head of EAL.

In addition to Ipswich High School's normal admission procedures, the EAL department should collect and record the following additional information:

- Country of origin
- Date of arrival in the U.K.
- Pupil's first language
- Languages spoken at home by pupil
- Pupil's level of literacy in other languages
- Pupil's ability to understand questions & instructions
- Pupil's level of fluency, grammar proficiency and use of vocabulary
- Pupil's educational background

A register of EAL pupils (identifying stages) is maintained and monitored centrally by the school and the EAL department.

Parents are asked to declare before acceptance and before entry whether their son/daughter has EAL needs or has a language other than English as their first language. Students who are later identified as needing support or whom it is felt would potentially benefit from it can be referred to the EAL department (see: referral procedure).

In Prep School an evaluation about the need for an assessment is made by the interviewer and Head of the Prep School. If reports indicate a level of proficiency sufficient to learn well in a classroom situation, then no assessment is required. In the case of students joining key stages 1 and 2 who are coming from a country in which the spoken language is not English, the Head of EAL should liaise with the Head of Prep School to conduct an assessment. If EAL support is needed, a meeting should

then be arranged with the Head of EAL, the Head of Prep School and the parents to discuss a course that would best support the pupils' English development.

### **Ongoing Monitoring and Progress Tracking**

As well as the initial assessment, all EAL learners in Key Stages 3 to 4, and sixth form, complete summative assessment at the end of each term. At the end of each year, a decision is made as to whether the student's EAL provision should be reduced, increased, or discontinued. Progress tracking for pupils takes place on a termly basis and is updated according to exams taken, or any informally monitored progress done during the term by the Head of EAL.

All EAL pupils at Ipswich High School assessed as being in need of support are entitled to weekly lessons of EAL. The number of lessons will be based on their band level and academic needs. Further to this, extra lessons can be arranged with agreement of parents according to need and staff availability. If staff and teaching hours are unavailable to meet the request for EAL then recommendations will be made to the parents for EAL provision outside of school. EAL class sizes are kept as small as possible in order to maximise the focus on each student's particular need. EAL lessons will focus on specific needs of students in relation to the four language learning skills of speaking, listening, reading, and writing and will also include development of vocabulary and grammar. Professionally qualified teachers with specialist EAL qualifications teach all EAL lessons. At the same time, the aim of the EAL department is also to support pupils in their other subjects as much as possible (through the use of word banks and worksheets passed on by other subject teachers, for example) and to further develop pupils' general and academic language skills in areas which will be useful for all aspects of study and personal social development. In relation to academic subject support, the extent of EAL teacher involvement will depend on the requests of teachers and resources supplied by subject teachers, as well as the amount of time that can be given to subject support because of time limitations.

The ultimate aim for EAL pupils at IHS in terms of achievement is for them to gain a minimum 6.5 score in the IELTS exam by the time they leave sixth form. This score is sufficient for entry to most British Universities for international students. For some pupils, the score may be lower if they are entering onto university foundation programmes (usually IELTS 5.5).

## **Referral Procedure for Subject Teachers**

- Contact the Head of Year who will arrange an EAL assessment from the Head of EAL
- Following assessment, the Head of EAL, relevant EAL teaching staff and the mainstream teacher will discuss whether the student's level is due to language-related difficulties or if other factors such as SEN or attitude are also having an effect
- Based on this discussion (and assessments), the pupil would be either offered EAL support and/or SEN support
- Parents will be informed of the provision to be offered by the Head of Year and Head of EAL

## **Exit Procedure**

Once a pupil has reached the expected exit level a discussion is held between EAL and Head of Year to confirm that the pupil is adequately accessing the curriculum. The pupil is then no longer scheduled for EAL instruction but will remain in the system as an EAL student and can still benefit from EAL support if needed. Periods previously timetabled for EAL provision can be used as self-study once EAL is discontinued.

## **Provision**

Provision for learning needs is best expressed in terms of coming under the umbrella of 'learning support'. While falling under the category of 'learning support, EAL functions separately to SEN. This EAL provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.

Once an EAL student has been assessed and placed into an appropriate learning group, he or she is then placed into an EAL course that is designed to target the area or areas in which the student needs to improve (**Appendix B**). Personal goals, academic targets and the student's year are also taken into consideration when choosing the most appropriate EAL course. For example, if an EAL student entering year 10 is expected to have linguistic difficulty in completing the AQA English Language and Literature GCSE, the EAL department will then place the student into the Cambridge IGCSE in English as a Second Language programme. Similarly, Sixth Form students are typically expected to follow an IELTS course that will allow them to achieve a score of 6.5 or higher on their IELTS exam.

In the Prep School, EAL provision is tailored to meet the needs of individual pupils and is focused on a mixture of targeted withdrawal support and in-class support. The emphasis for children starting the school with low levels of English is to provide them with functional language so that they can integrate and socialise successfully throughout the school day. As their English improves the emphasis moves to helping students learn low frequency subject specific vocabulary, improving grammatical accuracy and being able to write successfully in different styles and genres.

## Roles & Responsibilities

### **Role of Head of EAL**

The Head of EAL develops and leads the delivery of EAL provision at Ipswich High School and works closely with the admissions department to assess applications from EAL students as well as working with the Heads of Departments, SLT and Head of Boarding to identify any pupils who may require additional support and provide an appropriate programme for individual EAL pupils.

### Pastoral Responsibilities

- Meet with pupils and their families on pre-entry visits
- Meet with guardians, House Parents and Matron to provide a smooth transition for pupils to boarding life and matriculation at Ipswich High School
- Meet with EAL pupils on a regular basis to support their development and preparation for IELTS and other examinations.
- Liaise with Heads of Year on issues of planning, assessment, and teaching strategies regarding EAL students

### Curriculum Responsibilities

- Provide timetabled EAL lessons that target the development of language skills and preparation for language examinations
- Provide quality reports to parents about students' progress. Reports should include appropriate target setting.
- Monitor EAL provision in the school and developing appropriate courses for EAL students.
- Responsible for ensuring that comprehensive data on EAL students is collected, maintained, and updated. The EAL coordinator will advise the Heads of Year and Head of Senior School of pupils' suitability to sit appropriate public English GCSE examinations, and on their suitability for the IGCSE ESL course.

### Whole School Provision

- Support staff, where necessary, in the teaching of EAL pupils and will be able to direct teachers to appropriate resources.
- Develop CPD opportunities for EAL teachers and teaching staff and provide INSET and whole-school training
- Ensure that the school fulfils the ISI inspection requirements for EAL provision

## **Role of EAL Teachers**

The EAL teacher brings a particular expertise to the mainstream classroom. This will include an awareness of the role of language in learning, experience of the language development of students, and knowledge of the students in the classroom. Effective classroom practice will draw on the skills of both teachers and there will be flexibility. The main knowledge and skills of an EAL teacher can be seen in the following categories:

- Second language teaching – subject knowledge.
- Classroom practice.
- Assessment and recording of EAL students' progress.
- Equality of opportunity.

An EAL teacher will support students in the following ways:

- Analyse the language demands of the task or unit of work
- Supporting identified EAL pupils within their year group through planning activities in collaboration with the class teacher.
- Considering EAL plans and pupils' targets when planning lessons so that they can focus on areas of need and provide specific support.

## **Role of Subject Teachers**

- Teachers will be supported with strategies to support English language development and inform the EAL department if additional support is needed.
- Teachers and EAL Teachers will liaise to timetable specific opportunities for direct EAL support to ensure effective use of the EAL Teacher.
- Teachers will review tasks and pupils' progress with the EAL Teacher and monitor these arrangements at regular intervals (each term at a minimum).

## **EAL & SEN**

EAL pupils are not children with SEN and Ipswich High School recognises that most EAL pupils needing support with their English do not have SEN needs but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. If a pupil does not make sufficient progress on the EAL programme, then it is possible that the pupil's difficulties are not solely due to language and may have Special Educational Needs (SEN). EAL Teachers will aim to identify SEN students within the first term of a student joining the EAL programme. If an EAL Teacher believes a student has SEN, they will discuss the issue with the form tutor and the Head of the SEN department, providing evidence from assessment data and behaviour observed in class. Assuming the Head of SEN concurs with the EAL Teacher and the form tutor, then the pupil will be deemed to require additional support rather than or in addition to EAL support. There may be instances where a pupil has both EAL and SEN issues. EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in the SEND Policy. Parents will be advised of the decision reached.

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# Appendix

## Appendix A

### IELTS Requirements for UK Universities

- Foundation course – IELTS overall 4.0
- Undergraduate degree course - IELTS overall 6.0 with no less than 5.5 in each element
- Postgraduate degree course - IELTS overall 6.5 with no less than 6.0 in each element

\*The test should be no more than two years old by the time the visa application is made.

<b>Name of institution</b>	<b>World rank</b>	<b>IELTS minimum requirement (undergraduate programmes)</b>	<b>IELTS minimum requirement (postgraduate programmes)</b>
University of Oxford	1	7.0	7.5
University of Cambridge	2	7.0	7.0
Imperial College London	9	7.0	7.0
University College London	14	6.5	6.5
London School of Economics and Political Science	26	7.0	7.5
University of Edinburgh	29	6.5	6.5
King's College London	38	7.0	7.0
University of Manchester	57	6.0	7.5
University of Bristol	78	6.0	6.0
University of Warwick	79	6.5	6.5

<b>Name of institution</b>	<b>World rank</b>	<b>IELTS minimum requirement (undergraduate programmes)</b>	<b>IELTS minimum requirement (postgraduate programmes)</b>
University of Glasgow	93	6.0	7.0
University of Sheffield	106	6.0	6.5
Durham University	114	6.5	6.5
University of Birmingham	116	6.0	6.5
University of Southampton	118	6.5	6.5
University of York	119	Contact institution	Contact institution
Queen Mary University of London	130	6.0	6.5
University of Exeter	141	6.5	7.0
Lancaster University	146	6.0	6.5
University of Nottingham	149	7.0	7.0
University of Leeds	153	6.0	6.5
University of Aberdeen	158	6.0	6.5
University of St Andrews	161	7.0	7.0
University of Leicester	165	6.0	6.5
University of Sussex	167	6.0	6.5

<b>Name of institution</b>	<b>World rank</b>	<b>IELTS minimum requirement (undergraduate programmes)</b>	<b>IELTS minimum requirement (postgraduate programmes)</b>
Newcastle University	171	6.5	6.5
University of Liverpool	181	6.0	6.5
Cardiff University	187	6.5	6.5
University of East Anglia	190	6.5	7.0

## Appendix B

### EAL Provision at Ipswich High School

(Overall) Band Score & CEFR Equivalent	Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7 <sup>3</sup>
<b>CEFR C2</b>	No EAL support required <sup>4</sup>	No EAL support required	No EAL support required	Eligible for AQA GCSE English	No EAL support required	No EAL support required	No EAL support required
<b>CEFR C1</b>	1 IELTS prep lesson P/W	1 IELTS prep lesson P/W	Placement in IGCSE ESL Course	Placement in IGCSE ESL Course <sup>5</sup>	No EAL support required	No EAL support required	No EAL support required
<b>CEFR B2</b>	2 IELTS prep lessons P/W	2 IELTS prep lessons P/W	Placement in IGCSE ESL Course	Placement in IGCSE ESL Course	2 EAL lessons P/W	2 EAL lessons P/W	2 EAL lessons P/W
<b>CEFR B1*</b>	4 IELTS prep lessons P/W <sup>6</sup>	4 IELTS prep lessons P/W	Placement in IGCSE ESL Course	Placement in IGCSE ESL Course	3 EAL lessons P/W	3 EAL lessons P/W	3 EAL lessons P/W

*EAL provision for Prep School students will be assessed on a case-by-case basis.*

<sup>3</sup> Students in Year 7, 8 and 9 will receive extra EAL instruction scheduled during enrichment periods.

<sup>4</sup> Students with an overall score of C1 will be able to function at a fluent or near fluent level. Support would be available if requested but would not be required upon entry.

<sup>5</sup> IGCSE ESL course would run for two years. Students who begin the course in Year 10 would stay in the IGCSE course till the end of Year 11 at the end of which they receive an IGCSE in English as a Second Language.