

# English as an Additional Language (EAL) Policy

***Date of issue: September 2026***  
***Review Cycle: Annual***  
***Next Review Date: September 2027***

## Document control

|                                |                                                                                                                        |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Policy owner / preparer</b> | Rebecca Twinn, Head of Curriculum and Teaching & Learning / EAL Lead                                                   |
| <b>Headteacher</b>             | Paul Barrett                                                                                                           |
| <b>Proprietor</b>              | Cavendish Education Ltd                                                                                                |
| <b>Version</b>                 | 1.1 - revised following EAL policy compliance audit, 28 September 2026                                                 |
| <b>Issue date</b>              | September 2026                                                                                                         |
| <b>Review cycle</b>            | Annual, or earlier where legislation, guidance or pupil needs change                                                   |
| <b>Next review date</b>        | September 2027                                                                                                         |
| <b>Approval / ratification</b> | Headteacher and Proprietor / Board of Directors - approval to be recorded before publication                           |
| <b>Publication / storage</b>   | Published on the Life Skills Enterprise website; controlled copy held in the School's central electronic policy folder |

## Revision history

| Version | Date              | Author / owner | Summary of change                                                                                                                                                                   |
|---------|-------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1     | 28 September 2026 | Rebecca Twinn  | Expanded roles, induction, initial/first-language assessment, parent communication, monitoring, equality/SEND, examinations and Appendix 1 in response to the LSE EAL policy audit. |

## Contents

1. Policy context and safeguarding commitment
  2. Introduction and scope
  3. Definitions
  4. Aims and strategic objectives
  5. Recognition and principles of effective EAL provision
  6. Roles and responsibilities
  7. Identification and initial assessment
  8. EAL proficiency framework
  9. Induction and support pathway for pupils new to English
  10. Teaching, curriculum access, and classroom practice
  11. EAL and SEND
  12. Examinations and qualifications
  13. Partnership with parents and carers
  14. Monitoring, recording and review of provision
  15. Equality, inclusion, safeguarding and wellbeing
  16. Linked policies, legislation and guidance
  17. Review
- Appendix 1 - EAL Initial Language and Learning Profile

### 1. Policy context and safeguarding commitment

Life Skills Enterprise is owned and operated by Cavendish Education. This policy is one of a suite of policies that together set out the School's arrangements for providing an ambitious, safe, and inclusive education for every pupil.

Life Skills Enterprise provides a supportive and therapeutic learning environment in which pupils make meaningful progress from their individual starting points. In line with the School's curriculum intent, academic learning is combined with a strong focus on life skills, independence, resilience, careers, and preparation for adult life.

Life Skills Enterprise is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors, pupils and visitors to share this commitment. All decisions and actions arising from this policy must take account of safeguarding and seek to promote the welfare of pupils. Where limited English may make it more difficult for a pupil to communicate a concern,

the School will secure appropriate interpreting, communication, or advocacy support so that the pupil's voice can be heard accurately.

This policy is non-contractual. It may be revised between scheduled review dates if legislation, statutory guidance, local guidance, or the needs of the pupil cohort change. Staff should consult the Senior Leadership Team where there is any doubt about whether a published copy remains current.

## **2. Introduction and scope**

This policy applies to the Board of Directors / Proprietor, Headteacher, Senior Leadership Team, all employees, agency and sessional staff, volunteers, contractors, and any person working on behalf of Life Skills Enterprise, together with pupils, parents/carers, and relevant external professionals.

For the purposes of this policy, "employees" includes all employed staff and, where the context requires, agency workers, sessional workers, volunteers, and contractors carrying out work for or on behalf of the School.

The purpose of this policy is to explain how Life Skills Enterprise identifies pupils with English as an additional language (EAL), assesses their strengths and needs, plans support, monitors progress, and works with families and professionals. The policy is designed for the context of an independent special school for autistic pupils, where language acquisition, communication profile and SEND must be considered carefully and separately, but in an integrated way.

## **3. Definitions**

An EAL pupil is a pupil whose first language is not English. This includes pupils who are fully bilingual or multilingual as well as pupils at any stage of learning English. A pupil may be born in the UK or overseas and may have attended an English-speaking or non-English-speaking school previously.

For the purposes of this policy, "first language" means the language to which a child was initially exposed during early development and continues to use in the home or community. A pupil may have more than one first or home language.

EAL is not a special educational need or disability in itself. Limited proficiency in English must not be interpreted as evidence of limited cognitive ability, low attainment potential or SEND.

In this policy, "parent" is used in the sense of section 576 of the Education Act 1996 and includes a person with parental responsibility or a person who has care of the child.

## **4. Aims and strategic objectives**

Life Skills Enterprise aims to ensure that pupils with EAL are welcomed, included, appropriately assessed and able to participate fully in school life. The School will:

- provide a welcoming, planned, and proportionate induction for newly arrived pupils and for pupils who are new to English;
- gather accurate information about the pupil's language history, educational background, culture, prior attainment, strengths, interests and additional needs;
- assess English-language proficiency and, where possible and appropriate, strengths in the pupil's first language;
- maintain ambitious expectations and full access to the School's double-stranded curriculum, including academic learning, life skills, careers education, the Wheel of Independence and preparation for adulthood;
- ensure staff have the knowledge, strategies and resources needed to support EAL learners effectively, including access to relevant training and advice;

- use staffing, intervention, bilingual/dual-language resources, visual support, and appropriate technology in a targeted way to improve access, confidence and attainment;
- represent and value pupils' languages, cultures and identities through the curriculum, resources, displays and the wider life of the School;
- model clear, fluent spoken and written English while recognising and building upon first-language knowledge and literacy;
- monitor language development, curriculum progress, participation, attendance, and wellbeing systematically, adapting provision in response to evidence;
- work constructively with parents/carers, relevant local authority professionals, and therapy colleagues; and
- ensure procedures do not directly or indirectly discriminate against pupils because they use English as an additional language.

## **5. Recognition and principles of effective EAL provision**

English is best developed through meaningful participation in the curriculum and wider school life. EAL learners should, wherever possible, learn alongside their peers rather than being separated from the curriculum for extended periods.

- Language develops best when it is used purposefully across subjects and in social, vocational and life-skills contexts.
- The language demands of tasks, instructions, texts, assessment, and subject-specific vocabulary should be identified and planned for.
- Simplifying or clarifying language must not mean reducing the intellectual challenge or ambition of the learning.
- Staff should explicitly teach vocabulary, idiom, figurative language, and abstract concepts that may not be inferred from context.
- Understanding should be checked actively; apparent social fluency does not necessarily indicate full academic language proficiency.
- Home languages are an asset. Where appropriate, pupils should be able to use their first language to think, plan, clarify concepts, communicate and demonstrate prior knowledge.
- All languages, dialects, accents, and cultures are valued equally and derogatory language or discrimination will be challenged in line with the School's Behaviour and Anti-Bullying Policies.
- Pupils should be supported to develop confidence in spoken interaction as well as listening, reading, and writing.
- Anxiety, unfamiliar routines, and communication differences may affect how a newly arrived autistic pupil presents. Staff will plan predictable routines, visual preparation, and gradual familiarisation to reduce unnecessary anxiety.

## **6. Roles and responsibilities**

### **6.1 Proprietor / Board of Directors**

- Has overall responsibility for ensuring that the School has appropriate arrangements to meet the needs of pupils with EAL and that the policy is implemented effectively;
- Provides strategic oversight of equality, safeguarding, curriculum access, and resourcing; and
- Ensures that review findings can inform wider policy, procedure, and school-improvement decisions.

### **6.2 Headteacher - Paul Barrett**

- Ensures staff understand the needs of pupils with EAL and the arrangements set out in this policy;

- Ensures an appropriately skilled EAL Lead is identified and has sufficient time, resources and administrative support, proportionate to the number and needs of EAL pupils, to carry out the role effectively;
- Ensures EAL progress and provision are reviewed during the academic year through pupil progress and wider monitoring processes;
- Ensures appropriate staff training is available; and
- Ensures barriers identified through monitoring are addressed through school development, curriculum, staffing or resource decisions as appropriate.

### **6.3 EAL Lead - Rebecca Twinn, Head of Curriculum and Teaching & Learning**

The EAL Lead is the School's designated point of contact for EAL. The role is carried out in close partnership with the SENDCo, class teachers, therapy staff, and Senior Leadership Team. The EAL Lead will:

- Coordinate the induction of newly arrived pupils and pupils who are new to English;
- Ensure an initial EAL assessment and Language and Learning Profile (Appendix 1) is completed by an appropriately designated member of staff and reviewed as needed;
- Advise staff on adaptive teaching, inclusion, scaffolding, vocabulary development, bilingual resources and differentiation without lowering expectations;
- Provide or coordinate targeted teaching/classroom support where appropriate;
- Promote appropriate use and continued development of the pupil's first language, including liaison with families and professionals where useful;
- Liaise with the SENDCo where there are additional or emerging SEND concerns and contribute to tailored transition planning;
- Liaise with the Exams Officer and SENDCo regarding examination access arrangements, ensuring that any use of dictionaries, bilingual support or language-related arrangements is permitted by the relevant awarding body/JCQ regulations and supported by evidence where required;
- Build positive relationships with parents/carers and arrange interpreting or translated information where necessary;
- Coordinate or signpost relevant staff training;
- Advise on language-related equality, race equality, discrimination and culturally responsive practice;
- Maintain continuity of support and liaison between school staff, families, and external professionals; and
- Maintain an overview of EAL records, progress and provision and report key themes to the Headteacher/SLT.

### **6.4 SENDCo - Craig Kelly and therapy team**

- Work with the EAL Lead to distinguish language acquisition needs from SEND and to consider both together where a pupil has additional needs;
- Ensure SEND assessment and provision are not delayed because a pupil uses another language;
- Arrange or seek assessment in the pupil's first language where appropriate and practicable, including as part of SEND assessment when this is necessary to reach a fair understanding of need;
- Contribute relevant professional information, including speech, language, communication, sensory, occupational therapy, and wellbeing information; and
- Ensure families can contribute their views and are kept informed throughout SEND assessment/support processes, in line with the SEND Policy and the pupil's EHCP where applicable.

### **6.5 Class teachers and all staff**

- Maintain high expectations and plan for the language and learning demands of lessons;

- Include pupils with EAL fully in classroom routines, discussion and collaborative learning;
- Use clear spoken English and model subject-appropriate vocabulary and sentence structures;
- Identify pupils who may require additional intervention and share concerns promptly with the EAL Lead/SENDCo;
- Plan predictable, anxiety-reducing activities and transitions, including visual preparation for new routines, rooms, staff, and next stages of learning;
- Use assessment information to adapt teaching and resources;
- Maintain appropriate records and contribute to progress reviews; and
- Challenge discrimination, stereotyping or derogatory language and ensure pupils' linguistic and cultural identities are respected.

## 7. Identification and initial assessment

EAL status and language background are identified through admissions information, discussion with parents/carers, previous school information, the pupil's EHCP and professional reports where relevant, and observation across learning and social contexts.

A newly admitted EAL pupil will receive an initial assessment as soon as reasonably practicable, normally within the first 10 school days once the pupil is sufficiently settled to participate meaningfully. Assessment will be conducted sensitively and in a way that avoids isolating, labelling, or making the pupil feel inferior.

The EAL Lead will ensure that Appendix 1, or an approved equivalent record containing the same core information, is completed. The assessor may be the EAL Lead, class teacher, or another appropriately designated member of staff, supported by the SENDCo, Speech and Language Therapy or other professionals where appropriate.

Initial assessment will draw on more than one source of evidence and, where possible, will consider:

- language(s) spoken, understood, read, and written; language exposure and use at home/community;
- prior schooling, interruptions to education and previous attainment;
- social and linguistic behaviour, listening/comprehension, speech/articulation, social interaction and confidence;
- vocabulary, grammar, sentence construction, and use of tense;
- reading and writing in English and, where possible, literacy strengths in the first language;
- mathematical understanding using tasks with reduced language demand where useful;
- cultural and educational experiences, interests and strengths;
- any concerns relating to communication, learning, attendance, wellbeing, safeguarding or SEND.

Where first-language assessment would materially improve understanding of a pupil's strengths or needs, the School will seek an interpreter, bilingual professional, family information, previous-school evidence, or another proportionate method. Assessment in a first language will be arranged where appropriate and practicable, including during SEND assessment where this is necessary for a fair assessment.

Completed assessment information will be stored securely on the pupil's school profile/record in accordance with the School's Data Protection Policy and retention arrangements. Relevant teaching and support staff will have access to the information they need for planning and support. Parents/carers and pupils may request to view or discuss the assessment, subject to normal data-protection and safeguarding considerations.

## 8. EAL proficiency framework

Life Skills Enterprise uses the following five-stage proficiency framework to support planning and review. It is an internal planning tool and does not replace curriculum assessment or professional judgement.

**Level 1 - New to English:** May use first language for learning, remain silent while observing, copy/repeat words or phrases, understand some everyday expressions, and have minimal English literacy. Requires substantial support and a structured induction approach.

**Level 2 - Early acquisition:** Can follow familiar day-to-day communication and participate with support; begins to use spoken English socially; understands simple instructions and narrative with visual support; develops early reading/writing and subject vocabulary.

**Level 3 - Developing competence:** Participates with increasing independence; communicates orally but may show structural inaccuracies; can engage with more complex written/abstract language with support; often needs continuing support with comprehension and writing.

**Level 4 - Competent:** Engages successfully across much of the curriculum; reads a wide range of texts; written English may show occasional structural errors; may need support with nuance, idiom, academic language and abstract vocabulary.

**Level 5 - Fluent:** Operates independently across the curriculum at a level of English-language competence comparable with peers who use English as a first language. EAL monitoring may continue where helpful, but specific language support is not normally required.

## 9. Induction and support pathway for pupils new to English

Life Skills Enterprise does not use a fixed induction entitlement. The intensity and duration of support is determined by the pupil's starting point, communication profile, wellbeing, and progress. The pupil remains entitled to an appropriate breadth of the curriculum throughout.

### Stage 1 - Welcome and orientation

- Provide a named adult and, where appropriate, a peer/buddy to support orientation and social inclusion.
- Use visual timetables, photographs, symbols, maps, demonstrations, and rehearsal of key routines.
- Prioritise practical everyday English needed for safety, basic needs, social interaction, school routines, and life-skills contexts.
- Provide parents/carers with clear information about routines, contacts, and support, using interpreting/translation where required.
- Observe sensory, communication and anxiety responses carefully, recognising that silence or withdrawal may reflect language acquisition, autism, uncertainty, or a combination of factors.

### Stage 2 - Supported curriculum access

- Increase participation in whole-class, paired and small-group learning with pre-teaching of key vocabulary and visual/scaffolded resources.
- Use bilingual dictionaries, dual-language texts, translation tools, or home-language resources where appropriate and safe.
- Plan oral rehearsal, sentence stems, modelled responses, and practical demonstrations before extended written recording.
- Use peers as positive language models without placing responsibility for teaching or interpreting on pupils.

### Stage 3 - Developing independence

- Reduce scaffolds gradually as the pupil demonstrates secure understanding and confidence.
- Move from heavily supported tasks to increasingly independent in-class learning and, where useful, time-limited small-group or one-to-one intervention.
- Continue explicit teaching of academic and subject-specific language, idiom, figurative language, and examination vocabulary.
- Review whether remaining barriers relate primarily to English acquisition, SEND, gaps in prior education, wellbeing, or another factor.

Any withdrawal from lessons will be purposeful, proportionate, and reviewed. Before one-to-one or private tuition/intervention, the pupil will be told in an accessible way why the support is taking place, what they will work on and how it will help them.

## 10. Teaching, curriculum access and classroom practice

Classroom teachers are responsible for ensuring pupils with EAL can participate meaningfully and make progress. Strategies will be selected according to need rather than used mechanically.

- visual supports, symbols, objects, demonstrations, modelling and dual coding;
- pre-teaching, revisiting and display of key vocabulary;
- sentence stems, writing frames, model texts and worked examples;
- oral rehearsal before written recording and opportunities for structured conversation, feedback and collaborative talk;
- checking understanding through demonstration, retrieval, questioning and practical application rather than assuming understanding from apparent fluency;
- explicit teaching of subject vocabulary, command words, abstract language, figurative language and potential language-related misconceptions;
- appropriate use of the pupil's first language, translation tools, bilingual dictionaries and dual-language resources;
- additional processing time and adapted methods of recording where these are needed;
- paired or group work that provides positive language models, including mixed-attainment groupings and strong reader/writer models where this supports participation and does not create dependency;
- peer/buddy support for social orientation and communication, with clear boundaries so pupils are not used as informal interpreters for sensitive or safeguarding matters;
- planned opportunities to use English in authentic life-skills, careers, community, vocational and social contexts;
- culturally and linguistically inclusive texts, examples, displays and resources;
- where a number of pupils share the same home language, thoughtful grouping that values first-language support while ensuring wider social and linguistic integration with the whole class and school community;
- assessment methods that allow pupils to demonstrate subject knowledge without unnecessary language barriers while preserving the intended curriculum standard.

## 11. EAL and SEND

EAL and SEND are distinct. A pupil must not be identified as having SEND solely because they are learning English. Equally, genuine SEND must not be overlooked or attributed to EAL.

Where SEND is known or suspected, the EAL Lead, SENDCo, class teacher, parents/carers and relevant professionals will consider language development and SEND evidence separately and together. The pupil's response across languages, settings, and types of task will be considered where possible.

Reasonable adjustments and special educational provision will continue in line with the Equality Act 2010, Children and Families Act 2014, SEND Code of Practice, the School's SEND Policy and the pupil's EHCP.

Assessment in the pupil's first language will be sought where appropriate if it is likely to help distinguish language acquisition from an underlying learning, communication, or developmental need. Parents/carers will be enabled to give their views and will be kept clearly informed throughout SEND assessment and support processes.

## **12. Examinations and qualifications**

EAL status alone does not automatically entitle a pupil to examination access arrangements. The EAL Lead, SENDCo and Exams Officer will consider individual needs and the pupil's normal way of working. Any arrangement involving a bilingual dictionary, language modifier, reader, scribe, extra time, or other support will only be used where it is permitted by the relevant awarding body/JCQ regulations and where the required evidence and approval are in place.

Teaching staff should explicitly teach examination command words and qualification-specific vocabulary so that language does not create an avoidable barrier to demonstrating subject knowledge.

## **13. Partnership with parents and carers**

Life Skills Enterprise will provide a welcoming and respectful environment for discussion with parents/carers of pupils with EAL. Families are important partners in understanding the pupil's language history, strengths, culture, education, and communication needs.

- use clear and straightforward language in letters, emails and meetings;
- arrange an interpreter for meetings where needed and reasonably practicable, particularly for safeguarding, SEND, admissions, complaints or other significant matters;
- provide translated school information/documents where necessary and proportionate, using reliable translation arrangements for sensitive or important information;
- where appropriate, support the pupil to understand the content of communications that concern them before or when these are sent home;
- encourage parents/carers to attend reviews, parents' evenings, school events and functions and remove avoidable language barriers to participation;
- invite family contributions to curriculum or class activities where appropriate and where this supports inclusion and cultural/linguistic representation;
- encourage home-language reading, shared reading, homework, and conversation, making clear that families do not need to replace their home language with English;
- plan school activities with reasonable awareness of significant religious, cultural and community commitments, in line with the School's equality duties and operational requirements.

## **14. Monitoring, recording and review of provision**

Class teachers, supported by the EAL Lead and SENDCo, will maintain current information about EAL pupils in their classes. The EAL Lead will maintain an overview of the EAL cohort and ensure an appropriate baseline is in place.

Progress will be reviewed at suitable intervals and through the School's formal pupil-progress processes. Review will consider, as relevant:

- speaking, listening, reading and writing in English;
- curriculum progress and ability to work independently;
- progress against individual language-support targets/interventions;

- participation in lessons and wider school life;
- attendance and punctuality;
- wellbeing, confidence, relationships and engagement;
- whether support is proportionate and whether scaffolds can be reduced or need to be strengthened;
- any emerging SEND, safeguarding or pastoral concerns.

Assessment and review information will inform classroom planning, targeted intervention, transition planning, and communication with families/professionals. Provision will be adapted where monitoring shows that a strategy is ineffective or a pupil's needs have changed.

The Headteacher and SLT will review the effectiveness of EAL provision at least annually. Themes from EAL monitoring - including barriers relating to curriculum, communication, attendance, wellbeing, training or resources - may inform changes to wider school policy, procedures, curriculum planning, CPD and school improvement priorities.

## **15. Equality, inclusion, safeguarding and wellbeing**

Life Skills Enterprise will ensure that pupils are not disadvantaged because of language, race, nationality, ethnic origin, religion, or belief. School procedures and curriculum arrangements will be reviewed where necessary to identify and remove direct or indirect barriers affecting pupils with EAL.

Staff must remain alert to safeguarding concerns that may be harder for a pupil to explain because of limited English. Interpreting or communication support should be sought where necessary; pupils, siblings or peers should not be relied upon to interpret sensitive safeguarding information.

Newly arrived pupils and pupils with limited English may experience anxiety, isolation, interrupted education, cultural adjustment or uncertainty alongside existing SEND or mental-health needs. The School's therapeutic and pastoral systems will be used to support wellbeing, belonging and gradual participation. For looked-after or previously looked-after pupils, EAL planning will be coordinated with the relevant designated arrangements and professionals where applicable.

## **16. Linked policies, legislation, and guidance**

### **16.1 Linked Life Skills Enterprise policies**

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Data Protection Policy and Privacy Notices
- Equality and Diversity / Equal Opportunities arrangements
- Health and Safety Policy
- Medical Conditions / Supporting Pupils with Medical Needs arrangements
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy
- Suspensions and Exclusions Policy
- Attendance Policy
- Complaints Policy

### **16.2 Legislation and national/local guidance**

- Education (Independent School Standards) Regulations 2014 and Department for Education guidance on the Independent School Standards (April 2026);

- Education Act 1996, including section 576 (definition of parent);
- Education Act 2002, including provisions relating to independent school standards and safeguarding/welfare as applicable;
- Equality Act 2010 and DfE Equality Act 2010: advice for schools;
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years;
- UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025, together with DfE data-protection guidance for schools;
- Keeping Children Safe in Education 2026;
- DfE / OHID guidance on promoting and supporting children and young people's mental health and wellbeing;
- DfE guidance on looked-after and previously looked-after children where applicable to the pupil and setting;
- DfE materials on effective practice for pupils with English as an additional language, where current and applicable;
- Kent County Council / KELSI inclusion guidance, Kent Continuum of Need and Provision, Kent SEND Strategy 2025-2028 and Kent Education Accessibility Strategy 2025-2028;
- Life Skills Enterprise Curriculum Intent and Curriculum Offer.

## **17. Review**

The implementation of this policy will be reviewed annually by the Senior Leadership Team, led by the EAL Lead and Headteacher, in consultation with relevant staff. The policy may be reviewed earlier where there is a significant change in legislation, statutory guidance, local guidance, school structure, examination arrangements, or the needs of the pupil cohort.

Any substantive change will be recorded in the revision history and the current approved version will replace previous website/internal copies.

## Appendix 1 - EAL Initial Language and Learning Profile

This record should be completed by the EAL Lead or an appropriately designated member of staff, drawing on pupil, parent/carers, previous-school and professional information. It is not a diagnostic test. Use additional pages where necessary.

|                                                            |  |
|------------------------------------------------------------|--|
| <b>Pupil name</b>                                          |  |
| <b>Date of birth / year group</b>                          |  |
| <b>Class</b>                                               |  |
| <b>Date of admission</b>                                   |  |
| <b>Assessment date</b>                                     |  |
| <b>Assessor and role</b>                                   |  |
| <b>Home/first language(s)</b>                              |  |
| <b>Other languages used/understood</b>                     |  |
| <b>Country of birth / date arrived in UK (if relevant)</b> |  |
| <b>Previous school / education history</b>                 |  |
| <b>Interpreter / bilingual support used</b>                |  |

### A. Language background and use

**Which language(s) does the pupil hear/speak at home, with family and in the community?**

---

**Which language is strongest for everyday conversation?**

---

**Can the pupil read/write in a first or home language? If so, at what approximate level?**

---

**Has the pupil previously been taught in English? For how long?**

---

**Are there gaps or interruptions in schooling?**

---

**What does the pupil/family identify as key strengths, interests or concerns?**

---

### B. Initial language and learning observations

| Domain                                                  | Observed strengths / examples | Support needed / concerns | Evidence / source |
|---------------------------------------------------------|-------------------------------|---------------------------|-------------------|
| Social/linguistic behaviour and confidence              |                               |                           |                   |
| Listening and comprehension                             |                               |                           |                   |
| Speech / articulation / intelligibility                 |                               |                           |                   |
| Social speaking and interaction                         |                               |                           |                   |
| Vocabulary and word retrieval                           |                               |                           |                   |
| Grammar / sentence structure                            |                               |                           |                   |
| Use of tense and sequencing                             |                               |                           |                   |
| Reading in English                                      |                               |                           |                   |
| Writing in English                                      |                               |                           |                   |
| First-language literacy (where known/assessed)          |                               |                           |                   |
| Mathematical understanding with reduced language demand |                               |                           |                   |
| Participation, attention, and processing                |                               |                           |                   |
| Sensory / anxiety / wellbeing factors                   |                               |                           |                   |
| Other concerns or observations                          |                               |                           |                   |

### C. Proficiency stage and initial provision

|                              |                                                 |
|------------------------------|-------------------------------------------------|
| Proficiency stage            | Level 1 / Level 2 / Level 3 / Level 4 / Level 5 |
| Key priority 1               |                                                 |
| Key priority 2               |                                                 |
| Key priority 3               |                                                 |
| Initial support / strategies |                                                 |
| Review date                  |                                                 |

### D. Planned induction/support and communication

Named adult / buddy arrangements:

\_\_\_\_\_

Visual/orientation support required:

\_\_\_\_\_

Bilingual / translation resources required:

\_\_\_\_\_

Targeted intervention / pre-teaching required:

\_\_\_\_\_

Parent/carer communication or interpreter arrangements:

\_\_\_\_\_

SENDCo / therapy / safeguarding liaison required:

\_\_\_\_\_

Transition considerations: \_\_\_\_\_

How the purpose of any 1:1 or withdrawal support has been explained to the pupil:

\_\_\_\_\_

### E. Review record

| Review date | Progress / evidence | Revised proficiency stage | Changes to support | Parent/pupil views |
|-------------|---------------------|---------------------------|--------------------|--------------------|
|             |                     |                           |                    |                    |
|             |                     |                           |                    |                    |
|             |                     |                           |                    |                    |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

Storage: completed forms are part of the pupil's school record and must be stored and shared in accordance with the School's Data Protection Policy, privacy notices, and role-based access arrangements.