



English as an Additional Language Policy (EAL)

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1.0			

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1. Introduction

The term EAL means ‘English as an Additional Language’ and includes those children for whom English is not the first language learned and children who are bilingual. These children could be some of our most vulnerable pupils in our schools, so we pay close attention to their needs, development and provision at all times. This can include refugees and asylum seekers. Some students may come speaking very little or no English at all. Parents and carers should be offered this policy in their own language.

2. Aims and Commitments

The Trust’s main aims are:

- To create a welcoming and supportive environment that will encourage EAL pupils to participate fully in all of school life.
- To develop the speaking/listening and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.
- To value and respect the cultural identity of EAL pupils and use these to enrich the learning of all pupils.
- To encourage bilingualism and to support students to maintain and develop their home language.
- To communicate with teachers regularly on how best to support the students as their language needs change.
- Provide parental support when and where it is required to better help the student.
- To meet the needs of EAL students in accordance with the Equalities Act 2010.

3. Equal Opportunities

EAL pupils are entitled access to the full curriculum. We value and respect the cultural identities and experiences of all pupils, and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child’s home language is an essential part of the child’s linguistic development. Should PRIs (Prejudiced Related Incidents) occur, they will be monitored, recorded and reported.

4. Admissions

On admission, information is requested about the child's linguistic background from the primary schools and from parents/carers of pupils who are asked to complete an initial entry form containing information regarding the pupil's ethnic origin and home languages. New EAL pupils are referred to the Amy Rollason, Assistant Head with a responsibility for EAL. Upon arrival, and where a student is not fully fluent in English, an initial linguistic assessment of the pupil will take place using Flash Academy. This is to determine the stage of their English language proficiency and to determine appropriate interventions as well as an entitlement of any exam access arrangements. All relevant staff will be notified of new EAL students by the Head of Year and will be told any important information that will help the student settle into the school. The admissions team will share, where relevant, the English level of the parents/guardians and this will be noted on Arbor, as well as who is the best to communicate with for all staff to see.

5. The role of the Senior Leader with responsibility for EAL:

- To maintain the EAL register
- To work closely with the admissions team to ensure there is an accurate record of students with EAL
- To act as a contact point for any EAL related queries
- To attend relevant INSET and feedback to staff
- To act as a contact point for class teachers regarding in class strategies to use with EAL students
- To arrange an initial assessment of the pupil's language development
- To arrange a bilingual translators for any meetings where this is necessary
- To ensure relevant school staff liaise with parents and other relevant agencies and assist with communication between home
- To support relevant staff to ensure parents and families are welcomed, encouraged and supported to become involved in the life of the school.

6. Teaching

Teachers will have high expectations of EAL students and provide additional English language teaching through activities specific to the individual child's needs. Teaching will usually take place within the classroom, although sometimes children will be withdrawn for group or 1:1 intervention. Where appropriate, classroom activities will be adapted, which may include adapting the task, scaffolding, and/or providing translations of resources. Subject teachers will provide a translated knowledge organiser at the start of units. Translations of set texts will be provided where possible. If appropriate, any bilingual dictionaries or reader pens will be available for the students to use.

Our school will use the following strategies to support children with EAL (this list is not exhaustive):

- Include all EAL/ bilingual children fully in lessons
- Set high expectations for pupil participation and achievement
- Offer pupils full access to the National Curriculum
- Provide opportunities for peer support- using paired/ small group work where appropriate
- Provide context embedded language experiences
- Check for pupils understanding – ask questions, or get the child to explain what they are going to do
- Give clear, full explanations of subject specific language

- Provide opportunities for previews of difficult or complex texts
- Use consistent language when giving pupils instructions
- Be aware of the effect of eye contact and body language
- Accept non-verbal/ 'I don't understand' responses from pupils
- Use ICT where appropriate
- Use collaborative learning resources to reinforce and consolidate prior learning
- When planning highlight EAL needs and support to be given
- Encourage the use of home language to support and enhance understanding in English
- EAL learners work in a variety of group and whole class situations where first language speakers provide a positive role model
- Where setting is used, EAL students will be placed in subject sets according to ability, regardless of English proficiency

7. Resources

The teaching staff are the fundamental resource for raising the achievement of EAL learners. Resources can be purchased from the EAL budget to help support pupils within the learning environment (e.g. dual language resources, dictionaries, IT programmes). Translated set texts will be bought where possible.

8. Planning, Assessment and Record keeping

EAL students will be assessed using the DfES proficiency codes, on Flash Academy, soon after admission to the school, and progress is tracked to ensure the prioritising of students needing support. For details of assessment/tracking code descriptors see: www.bell-foundation.org.uk/ealprogramme/teaching-resources/eal-assessment-framework. After this, they will be allotted a weekly time during registration to use the site to help with their English. Depending on the student's English level, an IDL screener will be done to determine their reading and spelling age and to set them up for the weekly sessions to help them improve. If thought necessary, a Lucid test will also be considered. These can be reassessed yearly if needed. Progress is monitored by English teaching staff and the Senior Leadership member with responsibility for EAL.