



English as an Additional Language (EAL) Policy 2025

Introduction:

The term EAL is used when referring to students whose main language at home is a language other than English.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL students.

Aims:

To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School.

To implement school wide strategies to ensure that EAL students are supported in accessing the curriculum.

To help EAL students to become confident and fluent in English in order to be able to fulfil their academic potential.

Objectives:

To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School.

To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.

To monitor students' progress systematically and use this information when making decisions about classroom management and curriculum planning. To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies to be used across the school:

Recognise the student's mother tongue

Boost the student's self-esteem.

Each student has the potential to become a bilingual adult.

All classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

Identify the students strengths

Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.

Strategies within teaching and learning:

Assess each student's competence in English in relation to the National Curriculum, standards and expectations as soon as possible.

Show differentiated work for EAL students in planning.

Have high expectations; expect students to contribute and give more than one word answers.

Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives.

Recognise that EAL students need more time to process answers. Allow students to use their mother tongue to explore concepts. Give newly arrived young students time to absorb English (there is a recognised "silent period" when children understand more English than they use; this will pass if their self-confidence is maintained)

Group children to ensure that EAL students hear good models of English.

Use collaborative learning techniques.

Responsibilities:

To obtain, collate and distribute information on new students with EAL.

To include:

- Language (s) spoken at home.
- From the previous school, information on level of English studied/used.
- Details of curriculum at previous school.

Head of Learning to ensure that:

- All involved in teaching EAL learners liaise regularly.
- Parents and staff are aware of the school's policy on students with EAL.
- Relevant information on students with EAL reaches all staff.
- Training in planning, teaching and assessing EAL learners is available to staff.
- Challenging targets for students learning EAL are set and met.
- The effectiveness of the teaching of students with EAL is monitored and data is collected,

Speech and Language Specialist (SaLT):

- Oversee initial assessment of students' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Learning Plan (ILP) for each student)
- Provide advice to teachers and support staff on classroom strategies.
- Monitor standards of teaching and learning of students with EAL
- Support the students language development both in class and by withdrawal (for individual work) as appropriate
- Report to the Head of Learning on the effectiveness of the above and the progress of students.

Class Teachers:

- Be knowledgeable about students' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and student grouping.

Signed:

A handwritten signature in blue ink, appearing to read 'Sandy'.

Head of Learning

A handwritten signature in black ink, appearing to read 'Lisa D'Amico'.

Head of Pastoral Care

Date: October 2025

Review Date: October 2026