

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY 2025 – 2026

THIS POLICY INCLUDES EARLY YEARS FOUNDATION STAGE

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Governor sign off: Richard Sharkey	Date: 02/06/2026

1. Introduction

This policy outlines the school’s commitment to supporting pupils for whom English as an Additional Language (EAL), ensuring they are fully included in all aspects of school life and can achieve their academic and personal potential. The school recognises the linguistic, cultural, and educational experiences that EAL pupils bring and values their contribution to the school community.

2. Definition

An EAL pupil is defined as one who is exposed to a language at home that is known or believed to be other than English. This definition reflects home language exposure rather than English language proficiency and includes children of any age or background.

3. Aims

- To identify EAL pupils early and support them effectively.
- To ensure inclusive, high-quality teaching that enables access to the full curriculum.
- To help EAL pupils become confident and fluent in speaking, listening, reading, and writing in English.
- To promote respect for linguistic diversity and fundamental British values.
- To ensure that limited English proficiency does not hinder broader assessments of ability or progress.
- To foster parental engagement and support for children’s learning.
- To comply with ISI standards on educational quality and pupil welfare.

4. Identification and Assessment

- EAL needs are identified during admissions and through baseline assessments.
- Teachers monitor both language development and academic progress regularly.
- Assessment considers cognitive ability alongside language proficiency to avoid misidentifying EAL needs as learning difficulties.
- Strengths are acknowledged, and the time required to become fluent in English is respected.

5. Curriculum Access and Teaching Strategies

EAL pupils are taught in mainstream classes with appropriate differentiation. All staff are responsible for supporting EAL learners through inclusive teaching strategies, including:

- Differentiated planning and high expectations.
- Use of visual aids, modelling, scaffolding, and peer support.
- Allowing use of mother tongue to explore concepts.
- Recognising the 'silent period' and supporting confidence during this phase.
- Collaborative group activities and exposure to good models of English.
- Providing age-appropriate reading materials and phonic/audio resources.
- Creating socially and intellectually inclusive classrooms that value cultural differences.

6. Staff Training and Development

- Staff receive training to support all learners effectively.
- EAL provision is reviewed by the SENCo/Head of Learning Support in collaboration with teaching staff and the Senior Deputy Head Academic.
- Staff are encouraged to share best practices and reflect on the effectiveness of their strategies.

7. Leadership and Management

- The SENCo/Head of Learning Support oversees the implementation and monitoring of EAL provision.
- Senior Leadership ensures EAL support is adequately resourced and integrated into whole-school planning.
- The policy is reviewed annually to reflect current best practice and evolving needs.

8. Parental Engagement

- The school fosters strong partnerships with EAL families, recognising the importance of home language and culture.
- Communication is adapted where necessary, including translated materials.
- Parents are encouraged to support English development at home while maintaining their child's first language.

9. Monitoring and Evaluation

- Progress is tracked using academic and language development data.
- Pupil voice is considered in evaluating support effectiveness.
- Outcomes inform future planning and provision to ensure continuous improvement.