



EAL Policy

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

1. Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The proprietor will have overall responsibility for the implementation of this policy.

The headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

The SENDCO will be responsible for:

- Conducting initial assessments of pupils with EAL.
- Liaising with teaching staff on support for pupils with EAL.

- Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL.
- Developing individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.

3. Inclusion

The school utilises a strategy of inclusion, the strategy includes the following principles:

- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

4. Classroom practice

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

Private language support is provided to those children who the school believes would benefit from this. This decision is taken in collaboration with parents as a chargeable option.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of digital support.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Digital aids, including bilingual dictionaries, are available to aid pupils with EAL.

5. Access to the curriculum

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- The support requirements of pupils with EAL are identified and the support is made available.

6. Pupils with SEND

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL may have one or more types of SEND, where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

7. Monitoring and review

The headteacher will review this policy on an annual basis.