

**Outcomes
First
Group.**

English as an Additional Language (EAL) Policy



Miller House
SCHOOL

Policy No: 10.	Date of Last Review: June 2025
Version: 01	
Reviewed By: Head Teacher	Date of Next Review: September 2026

The term EAL is used when referring to pupils where the mother language at home is not English.

This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards. All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement school wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.

Objectives

- To provide any newly arrived children with a safe and welcoming environment.
- To be able to assess the skills and needs of pupils 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 pupils with EAL.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practice and extend their use of English.

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Strategies

School/Class Ethos

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.
- Diversity will be valued and classrooms will be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- We will gather as much background information on the pupil so we can assess their strengths and weaknesses in order to provide the correct support required.
- We acknowledge the time it takes to become fluent, with a good command of the range of language needed for academic success, in an additional language. We will give newly arrived young children time to absorb English. There is a recognized "silent period" when children understand more English than they use --- this will pass if their self-confidence is maintained.

Teaching and learning style

We will take action develop a pupils' speaking, listening, reading and writing. We will do this using various means:

- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure that there are many effective opportunities for oral communication, and that talking is used to support writing (and vice versa).
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another.
- Build on pupil's experiences of language at home and in the wider community, so that they develop uses of English.
- Show differentiated work for EAL pupils in planning.

Responsibilities

Senior Leadership Team : To obtain, collate and distribute information on new pupils with EAL. This includes:

- Monitoring progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- Assessing the pupil's competence in English in relation to the NC standards and expectations as soon as possible.
- Language(s) spoken at home.
- From the previous school, information on level of English studied/used.
- Details of curriculum at previous school.

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Head of School

To ensure that:

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

SENCo

- Oversee initial assessment of pupils' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete and Individual Learning Plan for each pupil)
- Provide advice to teachers and support staff on classroom strategies.
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with the Multicultural Service
- Liaise with parents/carers
- Support pupils' language development both in class and by withdrawal (for 1-1 work) as appropriate
- Report to the Head on the effectiveness of the above and the progress of pupils.

Class/Subject Teachers

- Ensure that knowledge about pupils' abilities and needs in English and other subjects is up to date.
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping.

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