



# English as an Additional Language (EAL) Policy

## EAL Policy (Including EYFS)

**Policy Review Date:** September 2025

**Reviewed By:** M Ashton, SLT & Board of Governors

**Next Review:** September 2026 (or following incident, legislation or interim guidance)

September 2025 Reviewed & ratified by:

Headteacher: Mrs J Callaway

Chair of Governors: Dr Catherine Kidd :

This policy is available on the school website and up on request.

### Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
Sep 2024		Review	
Sep 2025		Review	

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## Aims

The aim of this policy is to help ensure that we meet the full range of needs of those children for whom English is an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976 It also ensures that we meet the diverse needs of English language learners by providing equitable access to the curriculum and fostering an inclusive, welcoming environment, as required by the Equality Act 2010.

## Definition of 'EAL'

An EAL child is one whose first language is not English. This includes children who are bilingual as well as those at different stages of learning English. They may be:

- Pupils arriving from other countries and whose first language is not English.
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- Pupils who have been born in the UK, but for whom the home language is not English.

## Admissions Policy

Avalon School is an independent, non-selective, co-educational, school. EAL applicants are subject to the same admissions procedures as other applicants. (Refer to Admissions Policy).

## Identification

Pupils will usually be identified as being EAL during the admission process. Parents will be asked if:

1. English is spoken all of the time
2. English is spoken a majority of the time
3. Bilingual - both languages are spoken equally
4. Alternative language is spoken a majority of the time
5. Alternative language is spoken all of the time

Children who speak an alternative language the majority of the time or an alternative language is spoken some of the time, will be placed on the EAL register. Children may also be placed on the register at the request of their teacher, and in consultation with the EAL leader, when observations and assessments show that they are experiencing difficulties related to EAL. The EAL register is colour coded to indicate the level of support required for the child. **Green** indicates that the child does speak an additional language at home, but their English language acquisition is now at a level in-line with a native speaker. Whilst these children do not currently need any additional support from the class teacher or SEND team, they remain on the register so that their progress continues to be tracked and support can be provided later if needed. **Yellow** indicates that the child's needs can be met through differentiation and high-quality teaching strategies delivered by class teachers. **Red** indicates that the child's needs are at a level whereby additional support, above that already provided by the class teacher, is needed. These children will receive support from members of staff. If this child starts at Avalon in Reception, observations and baseline assessments will help identify the level of the child's language. Where appropriate, specific provision may be put in place to support the child in their

learning. If, at a later date, a teacher becomes concerned that a pupil may be experiencing difficulties related to EAL, they will liaise with the SENDCO to discuss appropriate strategies. The class teacher will also liaise with the parents, involving them in the decision making process, where appropriate. All relevant staff will be informed. The EAL Register is updated by the EAL leader and is accessible to all staff.

## Monitoring

English language acquisition for listening, speaking, reading and writing is monitored on a termly basis by both the class teacher and the EAL Leader. The EAL leader and the headteacher meet class teachers during Pupil Progress Meeting to review and assess the child's progress across all the entire curriculum, identifying any language barrier that may arise or persist.

## Key Principles for Additional Language Acquisition

- All teachers have a responsibility for teaching English as well as specific subject content.
- The language demands of learning tasks need to be identified and planned for.
- Language develops best when used in purposeful contexts, across the curriculum.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed and must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued and pupils should be encouraged to maintain their home language.
- Teaching and support staff play a crucial role in modelling the correct use of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- All languages, dialects, accents and cultures are valued, however we aim to teach standard English.
- Teachers should be aware that an EAL pupils' social language (normally acquired in around 2 years) may be much more advanced than their academic language which can take 7-10 years to reach the level of a native speaker.
- A clear distinction should be made between children with EAL and children with Special Educational Needs and Disabilities.

## Teaching and Learning

- Class Planning is shared with support staff and where appropriate include differentiated activities and tasks matched to individual EAL pupils' needs.
- Lessons have clear learning objectives and appropriate support, and resources ensure that all pupils are able to participate in lessons.
- Teachers review groupings and pairings regularly to ensure that EAL pupils have access to strong English language models. Teaching staff are also responsible for modelling correct English.
- Key language features for specific curriculum area or topic are identified and discussed to ensure understanding.
- Children have regular opportunities to be involved in speaking and listening tasks within lessons.
- Additional visual support such as posters and pictures may be provided to aid understanding.

- Additional verbal support may be provided such as repetition, modelling, explanation of idioms and expressions and partner work.
- Scaffolded questioning is used to encourage EAL pupils to answer questions verbally.

Specific topic vocabulary is sent home prior to the start of each term, where appropriate, to allow parents to help their children to become familiar with the vocabulary before they cover the topic in class. Reasonable steps are made to provide children with the opportunities to use their home language within school to support their language development at home. For example, encouraging children with EAL in the Early Years to play in their home language.

### **Planning, Monitoring and Evaluation**

The class teachers and specialist teachers are aware of the EAL pupils they teach and plan appropriately.

Observations of specific EAL pupils are carried out by the EAL leader. This may result in recommendations of additional strategies that could be used to support the EAL student in class.

If there are concerns raised about the progress an EAL child is making in relation to their English language development (impacting on their progress in all subject areas), further observations and discussions with relevant teachers and parents will take place. To support the child's English language development and overall progress, the SEND team may withdraw the child and provide additional lessons. This support could be delivered through small group sessions with peers who have similar needs or through one-to-one instruction. Small groups focus on specific and a range of skills, and while some children may not be EAL learners, they require similar support to develop these skills. Consequently, language acquisition is integrated into these sessions. Children receiving Learning Support will be provided with a Learning Target Plan, which will be shared with their parents. Parental consent is required for accessing this support, as outlined in the SEND policy.

When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

### **Special Educational Needs and Disabilities**

Should SEN be identified, EAL pupils have equal access to the school's SEN provision, as outlined in the SEND policy.

### **Parental/Community Involvement**

We provide a welcoming admissions process for the induction of new pupils and their families/carers. We respect the linguistic, cultural and religious backgrounds of our parents/carers and help them understand how they can support their child at home, especially by continuing the development of their first language. When appropriate we will work closely with members of the wider community to support our EAL pupils.

### **Staff Development**

Staff will be able to undertake professional development to ensure that provision for EAL pupils is appropriately delivered.

### **Concerns/Complaints/Further Advice**

Any concerns regarding the EAL Policy or the provision made for children with EAL should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the EAL leader. If they are still not satisfied that their concerns are being addressed, they should make an appointment to see the Headteacher.