

**English as an Additional Language**

**(EAL)Policy**

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| **Created: L Bailey** | January 2012 |
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**POLICY ON CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

**Introduction**

The term EAL is used when referring to pupils 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 pupils.

**Aims**

* 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 English in order to be able to fulfil their academic potential.

**Objectives**

* 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.

**Strategies**

**School/ Class Ethos**

* Recognise the child’s mother tongue; boost the learner’s self-esteem. Remember he/she has the potential to develop their understanding of key words in the mother tongue.
* Learning environments need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
* Identify the pupils 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.

**Teaching and Learning**

* Assess the pupil’s competence in literacy reading, writing, speaking and listening and comprehension in relation to the Kestrel House Nest to Flight Curriculum and its intent.
* Show that there is an inclusive approach to learning about other ethnicities and cultures.
* Have high expectations; expect learners to contribute and give you more than one word answers.
* Monitor progress carefully and ensure that EAL learners are set appropriate and challenging learning objectives which support them in meeting their EHCP outcomes.
* Recognise that EAL pupils need more time to process answers.
* Use collaborative learning techniques.

**Responsibilities:**

**Deputy Head Teacher**

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

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

**Headteacher**

To ensure that:

* All involved in teaching EAL learners have an opportunity to learn and celebrate their cultures with their peers.
* Parents and staff are aware of the school’s policy on learners with EAL
* Relevant information on pupils with EAL reaches all staff.
* Training in planning, teaching and assessing EAL learners is available to staff.
* The effectiveness of the teaching of learners with EAL is monitored and date is collection is managed.

**Well-being Team**

* Will meet with families to gather information about the developmental history of the child.
* Collaborate with class community leads to gain information about cultural observances.
* Give guidance and support in using the assessment to set targets and plan appropriate work including supporting with Medium Term Plans.
* Provide advice to teachers and support staff on classroom strategies.
* Liaise with the Local Authority where necessary in particular around EHCP amendments.
* Liaise with parents/carers.
* Support each learner’s language development with appropriate communication tools such as PECs and Makaton.
* Share successes and areas for foci in relation to their progress.

**Class Community Leads**

* Be knowledgeable about learners’ abilities and needs in all areas of the curriculum.
* Use this knowledge effectively in curriculum planning, classroom teaching and 1:1 teaching and learning.