EAL Policy

Independent School Standards:

Part 6: Paragraphs: 3 (b), 34

Last Review:	August 2024
Latest Update:	August 2025
Reviewed:	Annually

EAL Policy

Introduction

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

This policy sets out the 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.

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 (Amendment) Act 2000.

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School

- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfill their academic potential.

- To encourage and enable parental support in improving pupils' attainment

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School

- 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 (e.g. enabling pupils to complete a home language GCSE exam)

Strategies and Ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities

- Recognise the child's mother tongue to boost the child's self-esteem (remember, she has the potential to become a bilingual adult)

- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another

- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.

- Extra time and support in exams will be awarded if appropriate

- Providing and targeting appropriate reading materials that highlight different ways in which English may be used

- Allow pupils to use their mother tongue to explore concepts

- Give newly arrived young people time to absorb English (there is a recognised 'silent period' when children understand more English than they use –this will pass if their self-confidence is maintained)

- Group children to ensure that EAL pupils hear good models of English

- Use collaborative learning techniques

- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms. This is supported by the school's SaLT's work, both direct (with pupils) and indirect (training staff)

- Explain how speaking and writing in English are structured for different purposes across a range of subjects

- Ensure that there are effective opportunities for talking, and that talking is used to support writing

Assessment
- School Registration form identifies pupils where English is their second language

- We carry out on -going recording of attainment and progress in line with agreed school procedures, e.g. GL Assessments on entry

Access and support
- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning through differentiation.

- Where appropriate, EAL pupils will be supported in the classroom to enable the pupil to complete tasks with understanding, but with a view to encourage independent learning. High adult-pupil ratios at PhoenixPlace support this.

- Where necessary, withdrawal support will take place for a set period of time to address specific language or learning focus and in line with pupil's profile

Responsibilities

Through the registration process, information on new pupils with EAL is obtained, collated and distributed to all staff such as;

- Language(s) spoken at home
- Information on level of English studied/used from the previous school

SLT ensure that:
- All involved in teaching EAL learners liaise regularly

- 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 of EAL learners is available to staff

- Targets for pupils learning EAL are set and met

- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly

The Deputy Headteacher, will;

- Oversee initial assessment of pupils' standard of English as necessary

- Give guidance and support to set targets and plan appropriate work

- Monitor standards of teaching and learning of pupils with EAL

- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO

The Class/subject teacher will:

- Be knowledgeable about pupils' abilities and needs in English and other subjects

- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

- Will ask the Head of Teaching and Learning for support teaching EAL learners if required

Monitoring and Review

- This policy document will be monitored by the Deputy Headteacher.

- The policy will be reviewed annually when the school undertakes improvement planning.

This policy can be read in conjunction with the Teaching and Learning Policy and the Curriculum Policy.