



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Rationale

At Ayscoughlee Hall School we celebrate linguistic diversity and are committed to ensuring that all pupils, including those with English as an Additional Language (EAL), have access to a broad, balanced, and inclusive curriculum. We aim to support EAL learners in acquiring the language skills necessary to achieve their full academic potential.

Aims

- To ensure EAL pupils feel safe, valued, and included in school life and within the school community.
- To support EAL learners in developing proficiency in English across all four domains: speaking, listening, reading, and writing.
- To enable EAL pupils to access the curriculum and achieve academically.
- To foster positive, home-school relationships with families of EAL learners.
- To provide targeted support and resources tailored to EAL learners' needs.
- To promote respect and understanding of linguistic and cultural diversity.

Definition

An EAL learner is a pupil whose first language is not English and who is learning English in addition to their home language(s). EAL learners may be at any stage of English language acquisition, from new to English to more advanced bilingual learners.

The Department for Education (DfE) records a pupil as using EAL if ***“they are exposed to a language at home that is known or believed to be other than English.”***

Dfe Schools, pupils and their characteristics, June 2019

This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may have/been:

- Newly arrived from an international country and school;
- Newly arrived from an international country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

EAL is not a Special Educational Need and should not – and is not – defined as so at Ayscoughfee Hall School.

DfE Guidance

The DfE expects that effective teaching and learning for learners using EAL happens through The National Curriculum:

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

DfE: The National Curriculum in England, December 2014

Identification and Assessment

- EAL pupils are identified upon admission through the school's registration and induction process.
- The level of English proficiency is assessed using initial baseline assessments and, where appropriate, tools such as the **DFE Proficiency in English Scales**. (see below)
- Ongoing monitoring ensures accurate tracking of progress in both language development and curriculum access.

DFE Proficiency in English Scales

English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

Provision and Support

EAL learners are supported through:

- High-quality first teaching (differentiated and scaffolded)
- Visual aids, bilingual resources, and key vocabulary support
- Speaking and listening opportunities across the curriculum
- Targeted interventions if needed (e.g., small group or 1:1 support)
- Pupils are not withdrawn from lessons unless necessary and planned for.

Teaching and Learning Strategies

- Teachers differentiate classroom activities and materials to meet the language development needs of EAL learners.
- Visual aids, scaffolding strategies, collaborative group work, and clear language modeling are used.

- EAL learners are encouraged to use their first language where appropriate to support understanding and cognitive development.
- Buddy systems with peers, including bilingual support where possible, may be used.
- There will be an emphasis on oracy and structured talk in lessons
- Teachers will ensure that they are providing Language-rich classrooms that promotes reading, storytelling, and conversation.
- Teachers will receive ongoing training in the including teaching strategies for EAL learners

Roles and Responsibilities

- The EAL Coordinator will oversee the EAL provision, training and assessment. They will support staff with different planning ideas and strategies for the classroom. They will also monitor pupil progress and ensure pupils have access to interventions that are deemed necessary.
- The class teachers will deliver inclusive lessons and assess EAL pupils' needs. Class teachers will also need to communicate with parents/carers.
- Teaching Assistants will support any EAL children to ensure they are able to access the curriculum in class and to help with targeted language development.
- The SMT will ensure that the EAL policy is implemented and reviewed regularly.

Partnership with Parents and Families

- The school will encourage regular communication through translated letters, interpreters, and bilingual staff if available.
- Opportunities will be provided for parents to be involved in school life (e.g., workshops, celebrations).
- The school will show respect and value home languages and cultures.

Monitoring and Evaluation

- EAL pupils' progress is tracked termly alongside peers using the school Sonar tracking system.
- SMT and school staff will review the teaching strategies and effectiveness of the targeted support.
- Pupil voice and parent feedback will be considered in evaluation.
- The policy is reviewed annually and updated as needed

Links to Other Policies

- Inclusion Policy
- Equality and Diversity Policy
- Special Educational Needs (SEN) and Disabilities Policy
- Safeguarding and Child Protection Policy

This policy was approved by the Governing Body on 30th June 2025

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

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