



## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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### Rationale

At Ayscoughfee 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.

### Links to Other Policies

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

### 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.
- Value and celebrate pupils' home languages and cultures
- Promote inclusion, belonging and equality of opportunity
- Enable pupils to participate fully in school life
- Monitor the progress and attainment of EAL learners effectively

### Commitment to Inclusion and Equal Access

Ayscoughfee Hall School is committed to providing a welcoming, inclusive environment where all pupils, regardless of their language background, are supported to thrive. EAL pupils have equal access to all areas of the curriculum, extracurricular activities, and enrichment opportunities. The school actively removes barriers to learning, celebrates linguistic and cultural

diversity, and promotes a sense of belonging for every pupil. Staff are expected to uphold these values in all aspects of school life.

This policy is informed by and compliant with key legislation and statutory guidance, including:

- The Equality Act 2010, which prohibits discrimination and requires reasonable adjustments for pupils with protected characteristics, including language needs.
- The Children and Families Act 2014 and SEND Code of Practice, which mandate inclusive education for all pupils, including those with EAL.
- The School Standards and Framework Act 1998 and Education Act 2002, which set out the duties of schools to promote high standards and equal opportunities.
- DfE statutory guidance, including “Promoting the Education of Children with English as an Additional Language,” and the requirements of the 2014 National Curriculum.
- English proficiency: pupils with English as additional language 2020

## **Definition**

English as an Additional Language (EAL) refers to pupils whose first language is not English. This includes pupils who may be fluent in English as well as those who are at the early stages of language acquisition. The school adopts the DfE definition: “A pupil is recorded as EAL if they have been exposed to a language other than English at home or in their community.”

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.

## **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. Parents/carers are asked to provide information about their child's home language(s) and language exposure.
- 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.<sup>3</sup>

## 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.

## Differentiation from SEND and Other Needs

EAL is not a Special Educational Need or Disability (SEND), although some EAL pupils may also have SEND. The school distinguishes between language acquisition needs and other learning needs through careful assessment. Where dual identification is appropriate, the pupil will receive support from both EAL and SEND teams. Staff are trained to recognise the difference and ensure that EAL pupils are not incorrectly identified as having SEND solely due to language barriers.

## **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.
- Providing bilingual resources where appropriate
- Using clear, concise instructions and checking understanding
- 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.
- Adapting assessment tasks to focus on content knowledge as well as language skills
- Digital tools and blended learning approaches are used to support EAL pupils. This includes language learning apps, online dictionaries, translation tools, and multimedia resources. Technology is used to reinforce vocabulary, provide access to bilingual materials, and facilitate communication with families. The school ensures that EAL pupils have equitable access to digital resources and provides guidance to staff on effective use.
- Teachers will receive ongoing training in the including teaching strategies for EAL learners

## **Roles and Responsibilities**

- The EAL Coordinator (Mrs J White) 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

### **Safeguarding, Inclusion, and Wellbeing**

#### **Safeguarding Considerations**

Safeguarding is central to the school's approach to EAL provision. Staff are aware of potential cultural and linguistic barriers to reporting concerns and ensure that EAL pupils are supported to access safeguarding information. The policy aligns with the school's safeguarding procedures and includes specific guidance on protecting vulnerable EAL pupils. Staff are trained to recognise signs of abuse, neglect, or exploitation and respond appropriately.

#### **Promoting Wellbeing and Belonging**

The school promotes the emotional wellbeing, identity, and sense of belonging of EAL pupils. Strategies include:

- Celebrating linguistic and cultural diversity through assemblies, curriculum content, and school events
- Providing pastoral support and counselling where needed
- Encouraging peer relationships and positive social integration
- Supporting pupils to develop confidence and self-esteem

Staff are expected to create a nurturing environment where all pupils feel safe, respected, and valued.

### **Anti-Discrimination and Equal Opportunities**

The school has clear procedures for addressing discrimination, prejudice, or bullying related to language or ethnicity. Incidents are recorded, investigated, and addressed in accordance with the school's behaviour and anti-bullying policies. Staff challenge stereotypes and promote equal opportunities for all pupils. The school works with external agencies to support pupils and families affected by discrimination.

### **Policy Review Cycle**

The EAL policy is reviewed annually, or as required by changes in statutory guidance or school circumstances. The review process includes consultation, analysis of provision, and update of procedures. The revised policy is approved by the Governing Body and communicated to all members of the school community.

**This policy was approved by the Governing Body on 30<sup>th</sup> June 2026**

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

<b>PREPARED BY</b>	<b>AUTHORISED BY</b>	<b>LAST REVIEWED</b>	<b>REVIEW DATE</b>	<b>NO. OF PAGES</b>
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