

EAL Policy

The Eden School



Approved by:	The Board of Governors	Date: 31 st of August 2024
Last reviewed on:	1 st September 2025	
Next review due by:	31 st August 2026	

1. Introduction

The Eden School is committed to ensuring that all pupils, regardless of their linguistic background, have equal access to a high-quality education. Pupils with English as an Additional Language (EAL) bring valuable linguistic and cultural diversity to our school community. We recognise that English language acquisition is crucial for their academic success and personal development.

This policy outlines how The Eden School supports pupils who speak languages other than English at home, ensuring they achieve fluency in English while valuing and building upon their existing linguistic skills.

2. Legal and Statutory Framework

This policy complies with the following statutory requirements and national guidelines:

- **Equality Act 2010** – Schools must not discriminate against pupils based on race, ethnicity, or language.
- **The Children and Families Act 2014** – Requires schools to meet the needs of all learners, including those learning English as an additional language.
- **Education Act 1996** – Ensures that all pupils receive an appropriate and accessible education.
- **DfE Guidance: Supporting Pupils with EAL (2023)** – Provides a framework for assessing and meeting the needs of EAL pupils.

3. Definition of EAL

A pupil is considered to have English as an Additional Language if they:

- Have a first language other than English.
- Speak a language other than English at home.
- Are learning English alongside their home language(s).

EAL does not imply that a pupil has a special educational need (SEN), although some pupils with EAL may also have SEN requirements.

4. Aims of the Policy

The Eden School aims to:

- Ensure all EAL pupils develop fluency and confidence in speaking, reading, writing, and understanding English.
- Provide high-quality teaching that enables EAL pupils to access the full curriculum.
- Recognise and celebrate the linguistic and cultural diversity of our pupils.
- Support the academic and personal development of EAL pupils to reach their full potential.
- Foster an inclusive learning environment where all pupils feel valued and supported.

5. Objectives

- **Early Identification** – Assess pupils' English proficiency upon entry and monitor progress.
- **Tailored Support** – Provide targeted intervention to support English language development.
- **Curriculum Access** – Ensure EAL pupils can fully participate in all subjects.
- **Parental Engagement** – Work closely with parents to support learning at home.
- **Staff Training** – Equip teachers with strategies to support EAL learners effectively.

6. Roles and Responsibilities

6.1 Headteacher

- Oversees the implementation of the EAL policy.
- Ensures EAL provision aligns with school priorities and statutory requirements.

6.2 EAL Coordinator (SENCO)

- Manages the identification, assessment, and monitoring of EAL pupils.
- Provides training and resources for staff.
- Liaises with external support agencies if necessary.

6.3 Teaching Staff

- Adapt lessons to meet the needs of EAL pupils.
- Use a range of teaching strategies to support English language acquisition.
- Monitor and report on EAL pupils' progress.

6.4 Parents and Carers

- Encourage language development at home.
- Engage with school initiatives to support their child's learning.

7. Identification and Assessment of EAL Pupils

Upon admission, all pupils with EAL will undergo an initial assessment to determine their level of English proficiency. The **DfE Proficiency in English Scale** is used to categorise their fluency:

- **A (New to English)** – Needs significant support.
- **B (Early Acquisition)** – Developing basic communication skills.
- **C (Developing Competence)** – Can engage with learning but requires support.
- **D (Competent)** – Can access the curriculum with minimal support.
- **E (Fluent)** – Operates at the same level as native English speakers.

Assessments include:

- Speaking and listening activities.
- Reading and writing tasks.
- Observations in class.
- Parental input regarding the home language.

8. Teaching and Learning Strategies

To support EAL pupils, teachers will:

- Use **scaffolding techniques**, such as sentence starters and model answers.
- Provide **visual aids** (e.g., diagrams, images, graphic organisers).
- Encourage **collaborative learning** with peer support.
- Incorporate **bilingual resources** (e.g., dual-language dictionaries, translated key vocabulary).
- Implement **targeted interventions** for those who need additional support.
- Offer **structured speaking opportunities** (e.g., paired discussions, presentations).

9. Access to the Curriculum

EAL pupils will be fully integrated into mainstream classes while receiving appropriate support to develop their English proficiency. Strategies to ensure curriculum access include:

- **Differentiated lessons** – Tasks adapted to meet pupils' language levels.
- **Pre-teaching of key vocabulary** – Ensuring understanding before new content is introduced.
- **Bilingual support** – Using resources in pupils' first language when necessary.
- **Flexible grouping** – Opportunities for peer-assisted learning.

10. Monitoring and Assessment

EAL pupils' progress will be monitored using:

- **Baseline assessments** upon admission.
- **Termly progress reviews** using the EAL assessment framework.
- **Regular feedback from subject teachers.**
- **End-of-year reports** reflecting language acquisition and academic progress.

11. Parental and Community Engagement

The school values the role of parents in supporting their child's learning. To strengthen home-school partnerships, we will:

- Offer **translations of key documents** where needed.
- Provide **interpreters for meetings** when necessary.
- Organise **workshops and information sessions** for EAL parents.
- Encourage **parental involvement in school events and activities**.

12. Additional Support and External Agencies

Where needed, The Eden School will engage external organisations to support EAL learners, including:

- **Local Authority EAL Services.**
- **Bilingual Teaching Assistants.**
- **Educational psychologists (where EAL overlaps with SEN needs).**
- **Community Language and Cultural Centres.**

13. Inclusion and Equal Opportunities

The Eden School is committed to ensuring that:

- EAL pupils are not placed in lower ability groups based solely on language proficiency.
- Pupils' home languages and cultures are valued and celebrated.
- Opportunities for **first-language qualifications** (e.g., GCSE in home language) are provided where possible.

14. Staff Training and Development

Staff will receive ongoing training in:

- **Effective EAL teaching strategies.**
- **Assessing and tracking EAL progress.**
- **Using technology to support EAL learners.**

15. Policy Monitoring and Review

The **Senior Leadership Team (SLT)** and **EAL Coordinator** will review this policy biennially to ensure it remains effective and up-to-date with national guidelines.

Approval and Review

Approved by: The Board of Governors

Date: March 2024

Next Review Due: March 2026

Related Policies:

- **SEND Policy**
- **Teaching and Learning Policy**
- **Assessment Policy**
- **Inclusion Policy**