

English as an Additional Language Policy

September 2025



Date	September 2025
Adopted by Trust Board	September 2022
Review Date	September 2026

EAL Policy

Contents

Introduction	3
What is EAL (English as an Additional language)?	3
Aims of the Policy	4
Objectives	5
The Role of the EAL Coordinator	6
Strategies	6
Pupil Induction	7
'New Arrivals' from overseas	7
Children transferring from other UK educational settings	8
Assessment	9
Planning and Teaching	9
Resources	10
Supporting Roles	10
Monitoring this Policy	11
Appendix 1	12
Appendix 2	13
Appendix 3	18

Introduction

At **Witchford Village College** we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure, and safe learning environment. We strongly believe that children and young people learn best when they feel secure and valued. Through a quality parent partnership, rigorous assessment and monitoring, the school will identify individual pupil's needs and recognise and build on the skills they bring. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. This policy sets out the aims, objectives, and strategies regarding the needs and skills of EAL students at **Witchford Village College**.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

What is EAL (English as an Additional language)?

The term EAL (English as an Additional Language), refers to when a pupil speaks a home language other than English. EAL learners are a very diverse group, from complete beginners to those with considerable fluency, who will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. The government definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community'.

This includes, for example:

- New arrivals from abroad who speak little or no English
- Children or young people from other countries who are in the UK for a limited time, for example if they have a parent who is studying here, who have been educated in an English medium school abroad and are fluent in several languages

- Young people who were born in the UK and speak English most of the time at home and school, but who also speak another language occasionally to extended family members.
- Advanced bilingual learners are defined as pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.

Aims of the Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement. Our aim is for the pupil to become fluent in speaking, reading, writing, and understanding English and to access the school curriculum as fully as possible.

Research has shown that those new to English will acquire conversational fluency in two years but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential. The Provision of this support forms part of the fulfilment of our duties under the Equality Act 2010.

We aim to achieve this by:

- Providing a welcoming environment in which pupils will learn most effectively, in which we value the cultural, linguistic and education experiences that students with EAL bring to our school.
- Providing appropriate and personalised support for all pupils with EAL, through the implementation of whole academy-wide strategies to ensure EAL students are supported to access the curriculum.
- Provide an inclusive curriculum.
- Monitor pupils' progress regularly against specified assessment scales.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Helping students to become confident and acquire the English language skills that they require to fulfil their academic potential.

This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils.

Objectives

- To be able to assess the skills and needs of students with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills, and resources to be able to support and monitor students with EAL.
- To monitor students' progress systematically and use data to inform classroom management, curriculum planning and the setting of targets.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

We will strive to encourage parental and community involvement by:

- Providing a welcoming induction process with Heads of Houses and the EAL Coordinator for newly arrived students and their families/carers.
- Using plain English and translators, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural, and religious background of students and establishing partnership with family/carers.
- Encouraging and facilitating the participation of the EAL students and their families in the extracurricular opportunities and whole school events offered in our college.

Our EAL support provision is based on an accurate assessment of students' prior knowledge and experience as well as language skills. This assessment is carried out by the EAL Coordinator when the students join the college if their parents/carers have indicated on the Admission Form that their children have English as an additional language, if the subject teachers refer the students to the EAL Coordinator because they have concerns regarding their ability to access the curriculum in English or if teachers think that the students are not achieving their full potential because of limitations in English. Classroom teachers have responsibility for ensuring that all students can participate in lessons by considering the needs of the EAL learners who attend their lessons.

The Role of the EAL Coordinator

The EAL Coordinator will:

- Assess individual children, by carrying out the initial assessment of students' standard of English.
- Support staff in the teaching of EAL pupils, by giving guidance and support to set targets and plan appropriate work.
- Provide a 'Student Profile' on induction, and maintain and update this accordingly.
- Be responsible for ensuring that EAL data collection procedures are carried out, including carrying out reassessment of the English level of students each year and ensuring that this data is tracked and monitored to ensure that all students are making good progress. (EAL Progress Review)
- Report to the Assistant Head progress of EAL students.
- Monitor EAL provision in the school, in regard to teaching and learning and ensure that the EAL School Register is kept up to date.
- Monitor progress and identify learning difficulties that may be masked by EAL and subsequently liaise with SENCO.
- Support EAL students both academically and pastorally working in partnership with parents/carers, Heads of Houses, teaching and support staff, the Student Support Officer, the Exams Officer, and external agencies where appropriate.
- Act as coach and help train teachers in how to best teach and support EAL students with adaptive teaching techniques to ensure that all students can access the lesson and meet learning aims.

Strategies

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.

- The language development of all students is the responsibility of all teachers and teaching support staff.
- There will be liaison where possible between the mainstream subject teachers and the EAL specialist to discuss language development within the structure of the lesson and strategies/resources to ensure curriculum access (e.g., additional visual support, the use of speaking and writing frames, keywords lists, texts, additional verbal support repetition, alternative phrasing, opportunity for role play and drama, etc.).
- Diversity will be valued, and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and student grouping.

Pupil Induction

We follow a 'New Pupil' induction procedure for all children joining the school. Appendix 1 sets out the schedule for induction, support, and assessment for EAL pupils. The EAL Coordinator will also have a specific set of criteria to assess how the children are settling into school life. This will be done at specific times after their arrival. (See Appendix 2).

The EAL Coordinator will create a 'Student Profile' for each new student outlining their cultural background (traditions/customs, parental expectations), languages spoken (at home, by parents etc.), results of initial assessment (English proficiency), information about their home context/parental support (internet access), classroom support strategies and any additional relevant information (strengths/weaknesses, interests outside of academia e.g. sports, music etc.). This will be updated and maintained to reflect student development, utilising results gathered through the EAL progress review, which will be shared with all members of staff. (See Appendix 3)

'New Arrivals' from overseas

We define 'new arrivals' as children who have not had a consistent education (provided in English) in this country for the past four years. Most new arrivals have English as an additional language need. This means they come with either no or very little understanding of English. They may be literate in their home language and many have some experience of English but will require support to acquire

fluency in English and to access the school curriculum. They will be assessed following the criteria and timescales set out in Appendix 1.

Children transferring from other UK educational settings

Information will be sought from the previous school to support transition and settling in. This will include any relevant information or assessment relating to EAL. Children with previous experience of UK educational settings may still be at the early stages of English language acquisition or be advanced bilingual learners. They will be assessed following the criteria and timescales set out in Appendix 1.

Assessment

New EAL children will be assessed within the first half term of starting, regardless of their previous exposure to English. Teachers will use strategies such as observation, questioning, language sampling, analysing talk and writing to identify strengths and areas for development. This, combined with day-to-day assessment and summative assessments, should be used to inform planning and teaching. The class teacher is responsible for planning and teaching the objectives in a way which will ensure pupils are included in whole class sessions. Additional support can be provided.

- Summative assessments will be made each mid-term in line with the school's academic assessment timetable.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored by the EAL Coordinator or Class Teacher.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
- All EAL pupils are entitled to assessments as required. If progress is very slow or no progress at all is made, and staff are still concerned that the pupil has difficulties, then the EAL Coordinator needs to be alerted and will seek further support to establish whether the pupil is experiencing more generalised learning difficulties.

Planning and Teaching

To ensure that we meet the needs of EAL students, staff will:

- Set targets for EAL pupils which are appropriate, challenging and reviewed on a regular basis.
- Provide adaptive teaching which accounts for the differing needs of the EAL students in the classroom.
- Employ a range of strategies within each lesson to reinforce understanding and meaning to develop language in context.
- Have high expectations, expect students to participate in all classroom activities/tasks.
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks.

- Recognise that EAL students need more time to process answers and to complete extended work.
- Give newly arrived students time to absorb English, bearing in mind that there is a “silent period” when those new to the language understand more English than they use.
- Group students so that EAL students hear good models of English.
- Use collaborative learning techniques.
- Obtain, collate, and distribute information on new students with EAL language(s) spoken at home.
- Plan for EAL pupils to incorporate both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils’ developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural, and religious backgrounds of families.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g., key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g., posters, pictures, photographs, objects, demonstration, and use of gesture.
- Additional verbal support is provided, e.g., repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g., talk frames, writing frames.
- Teachers promote an inclusive environment in class, and therefore, use appropriate learning aids.
- Pupils are encouraged to share languages with their peers and enjoy learning new words in a different language to help with pupils learning.

- Allow students to use their mother tongue to explore concepts when appropriate.
- Plan opportunity for the child to have a pre-teach or consolidation on a 1-1 basis.

Resources

The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences.

Success Criteria for this Policy:

- Pupils feel confident and happy.
- Pupils acquire English language skills swiftly and become confident in their use of spoken and written English.
- Over time pupils achieve on a level with the monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.
- Parents are happy to approach the school.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population.

Supporting Roles

Assistant Head ensures that:

- Parents and staff are aware of the school's policy on students with EAL.
- The effectiveness of the teaching of students with EAL is monitored and assessed regularly.

Subject teachers/Heads of Houses:

- Are knowledgeable about students' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, planning of enrichment activities and school trips, use of resources and student grouping to ensure that EAL students can access the lesson and activity and meet learning aims.

Monitoring this Policy

- All staff are responsible for implementing this policy.
- The EAL Coordinator and Senior Leadership Team will collect and analyse EAL data.

Appendix 1

New EAL pupil induction and assessment

Identification	<u>Initial visit</u> - Family invited to school for an initial visit - New pupil induction process commenced - Parents/carers informed of school requirements. - Parents and pupil are given a tour of the school. - Parents and carers are informed of the pupil's start date.
Preparation	<u>Preparing for new pupil starting</u> - Use information gained from pupil / parent visit to prepare relevant resources e.g. language support pack and additional support. - Ensure staff are aware of new pupil and home language. - Visual timetable developed for pupil (where appropriate). - Student iPad configured to use translation app where appropriate.
Initial assessment and support	<u>First week</u> - Teachers and staff to use Early Support Strategies Checklist to plan provision for the EAL pupil (Appendix 2). - Initial assessment carried out at the end of the first fortnight to assess how well the pupil is settling into school (use Early Success Criteria). - Observations of learning across the curriculum.
	<u>First month</u> - Early Success Criteria revisited to assess how well the pupil has settled (Appendix 2). - Early profile developed. - Set language targets for the learner or, if relevant, develop an individual support plan. - Identify and implement specific interventions where appropriate – e.g. pre-teaching sessions, guided writing sessions, talking partners, etc.
Assess	<u>First half term</u> - At the end of the first half term, update the assessment grid. - Discuss New Pupils in a Pupil Progress Meeting. Consider the following – progress against targets, social interaction and any further support needed.
	<u>On-going</u> - Devise new targets if appropriate and plan targeted interventions to plug gaps and help children acquire language. - If progress is being made in the expected timeframes, continue the process.
	<u>Concerns</u> If limited or no progress has been made in the time frames shown on the Language Transition Timeline, refer to the SEN process and discuss the pupil at the next SEN Review meeting.

Appendix 2

1a

Success criteria for new EAL pupil

By the end of the first week the pupil is:	Yes	Not yet	By the end of the first month the pupil is:	Yes	Not yet
Relaxed and happy.			Coming to school happily		
Beginning to follow some classroom routines/conventions.			Relaxed and happy in school.		
Familiar with arrangements for school meals.			Following daily class routines.		
Familiar with location/use of classrooms and toilets.			Initiating contact (verbal or social) with teacher/other adults.		
Beginning to interact socially with peers.			Setting to task in the classroom.		
Comfortable using home language in school.			Playing/interacting with others at break time.		

1b

15 TOP TIPS SUPPORTING NEW ARRIVALS

1. Don't panic - Children may have a silent period.
2. Plan for peer support
3. Make all communication as visual as possible
4. Have a box of materials and activities that beginners can access easily
5. Provide a bilingual dictionary for pupils who are literate in their first language
6. Keep activities short – don't expect beginners to be able to sit and listen for too long
7. Create the opportunity for the beginner to succeed in at least one activity each day e.g. giving out books.
8. Group beginners with pupils with good language and behaviour models.
9. Understand the pressures and changes that the beginner is experiencing.
10. Use simple sentences or phrases to model correct language structures.
11. Model language rather than correct the beginner's language.
12. Allow thinking time.
13. Find information about L1 (readily available on internet) to better understand pupils' acquisition of English.
14. Provide opportunities for pupils to rehearse responses orally.
15. Demonstrate the meaning of instructions.

1c

Supporting newly arrived learners– A checklist for admission to school

Preparing for an admission

Whom to invite:

- The child and his/her parents or carers
- An interpreter if needed

What information does the family and the child need?

- The names of members of staff the child will meet in school.
- Requirements for school's admissions forms
- A welcome pack, including details of daily routines and timetabled activities, school policies, information about homework or reading books to be taken home etc (Translated if possible)
- A calendar of school events, trips, holidays and occasional days.
- Uniform and PE kit list with examples to show.
- A list of any other clothing or equipment which the family is expected to provide.
- Information about school meals and lunch time arrangements.
- Information about any support the school will put in place.
- Information about any grants, benefits or assistance available.
- Curriculum information.
- A contact name and telephone number for the school

What information does the school need?

- The child's name and how to spell and pronounce it correctly
- Details to complete the admissions form during the interview
- Languages spoken within the family
- Language used for previous education
- Languages learned at previous school

1d

Supporting newly arrived learners– A checklist for supporting the emotional and social needs of the newly arrived pupil with EAL

Utilise peer support. Recruit a pair of ‘buddies’ and a ‘circle of friends’ who will help the newly arrived pupil to become familiar with the layout of the school and routines. They will help the child to feel included at lunch time as well as in class activities.

Introduce basic ‘survival language’ (toilet, hungry, thirsty etc). A few illustrated cards can be useful.

Ensure all staff (teaching and support staff, kitchen and caretaking staff) know about the needs of the new pupil.

Understand that the pupil may have a silent period of up to several months. They may seem unresponsive, but a great deal of absorption of language and learning will be going on.

Understand the pressures and changes that the beginner is experiencing e.g. culture shock.

Integrate the pupil into regular school and class activities. Give some responsibilities e.g. giving out books.

Participation can take many forms. Don’t worry if a pupil does not want to join in actively at first. Invite the pupil to join in practical activities and try to ensure they have something to do which is relevant to the lesson.

Behaviours can be culturally influenced. Some pupils may avoid eye contact, smile even when they are in disagreement, when they are being reprimanded or don’t understand what you are saying. They may stand closer or further away than you or other children are accustomed to.

Recognise that there may be differences in attitudes to food, in eating styles and preferences. The child might not be used to eating with anyone outside their family.

Be sensitive about inappropriate behaviour e.g. aggression may be caused by tensions from the new situation or by previous experiences. Pent-up emotions and frustrations may be released in the playground.

It is very tiring to learn a new language and to learn in an unfamiliar language. The process of settling into a new school routine can also be stressful. Pupils will need regular short breaks from concentration throughout the day.

Show interest in the pupil’s country of origin. Give their culture recognition in any way you can.

Value, use and display first language wherever possible.

Encourage interaction with speakers of the same language in the school and at home (a secure first language reflects in any additional language learned).

Recognise that the beginner may have a greater ability or understanding than he/she is able to demonstrate, which can be frustrating for pupil and teacher.

•

Maintain contact with the parents. Invite them into school. It might be helpful to them and to the school to discuss their experiences of education and their expectations of education in England.

Ask parents and members of the community to provide first language resources e.g. labels, pictures, recordings of music or stories. Invite them into school to join in assemblies or to read dual language books.

It is important to avoid overgeneralisations and stereotyping of pupils and their families. Whilst cultural diversity and individual uniqueness are valued, it is also important to emphasise our similarities and things we hold in common.

Nearly all newly arrived pupils want to learn, want to make friends and want to feel that they belong. They want to do well and look to staff for support and help.

Appendix 3: EAL Student Profile

Name:

DoB:

Form:

Languages Spoken: At home and by parents

EAL Proficiency: Results of initial assessment/updated and reviewed using EAL progress review.

Reading/Writing/Listening/Speaking Ability: Are they on target in their first language

Cultural Background:

- Specific traditions or customs
- Parental expectations

Social Context:

Home Context:

- Home situation
- Parental support
- Internet access etc.

Photo

Additional Relevant Information:

- Strengths
- Weaknesses
- Interests outside of academia (e.g. sports, music etc.)

Classroom Support Strategies:

- (inc. pupil/paren
- Seating Plan requests