

High Grange

Adaptive thinking, Communication, Emotional wellbeing, Independence

Working in partnership with families

English as an Additional Language Policy

Last Update: October **2025** | Responsible: **Principal** | Page: **1 of 8**

This policy promotes ACE because;



This policy promotes the school's ACE ethos through targeted strategies that allow EAL students to develop linguistically in Adaptive thinking, communication and emotional well-being.

Contents

1. Statement of intent
2. Aims and objectives
3. Roles and Responsibilities
4. Teaching and learning styles
5. Curriculum
6. Assessment
7. Working with Parents

1. Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential. We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

2. Aims

The aim of this policy is to help ensure that we meet the full range of needs of those children and young people who are learning English as an additional language to:

- Improve the speaking and listening, reading and writing of English by children and young people who are learning English as an additional language.
- Support access to a broad curriculum and to the National Curriculum, by improving children and young people's fluency and providing bilingual support as appropriate.
- Integrate new children and young people into High Grange School in order to ensure that they gain access to the curriculum and academic achievement.
- Provide the appropriate support.
- Establish links with home and family, identifying cultural and religious backgrounds.
- Identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children and young people to practise and extend their use of English.
- Encourage and enable parental support in improving children's and young people's attainment.
- Ensure that the environment reflects the cultural background of all the children and young people.
- Ensure that every child and young person's culture and language is valued.

3. Roles and Responsibilities

Role of the Principal / Headteacher

The Principal/Headteacher is responsible for ensuring that the school's provision for pupils with English as an Additional Language (EAL) is effective, consistent and inclusive. They will do this by:

- Ensuring all staff working with pupils with EAL are aware of their needs and have appropriate arrangements and support in place.
- Ensuring teachers monitor and review the progress of pupils with EAL throughout the academic year.
- Appointing a designated EAL Lead to oversee the school's approach to supporting pupils with EAL.
- Providing the EAL Lead with sufficient administrative support and protected time to fulfil their responsibilities.
- Ensuring that school policies, procedures and day-to-day practices do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the curriculum is accessible for pupils with EAL and that adaptations for language development are embedded within curriculum planning.

Role of the EAL Lead

The EAL Lead (SENCo), is responsible for coordinating and delivering support for pupils with EAL. This includes:

- Managing the induction of newly arrived pupils.
- Conducting initial assessments of pupils' English language proficiency.
- Providing targeted teaching for individuals and small groups and supporting pupils within the classroom.
- Liaising with class teachers and subject teachers to advise on strategies, differentiation, and inclusion.
- Encouraging and supporting pupils to maintain and develop their first language.
- Supporting access to first-language national examinations where appropriate.
- Developing positive relationships between the school and parents/carers of pupils with EAL.
- Securing and providing staff training on EAL, equal opportunities and race equality.
- Acting as a consultant on language-related issues and cultural considerations.

- Ensuring continuity of support and maintaining communication with parents, pupils and other professionals.
- Working closely with the SENCo and other relevant staff to develop individual transition plans for pupils with additional needs.

Role of All Staff Members

All staff have a collective responsibility to support the language development and inclusion of pupils with EAL. Staff will:

- Provide written work that incorporates both technical language requirements and meaning.
- Model high-quality spoken English.
- Use a variety of texts and resources to expose pupils to different forms of English.
- Ensure pupils with EAL are fully included in classroom activities and school life.
- Identify pupils who may be experiencing difficulties and implement appropriate interventions.
- Be aware of cultural factors and past experiences (e.g., trauma or displacement) that may affect pupils' participation and learning.
- Plan activities that support pupils' wellbeing, reduce anxiety, and prepare them for the next stage of learning.

Role of Teachers

All teachers have a specific responsibility to plan for and promote the language development of pupils with EAL. Teachers will:

- Plan lessons that reflect pupils' English language proficiency levels and provide opportunities for developing language skills.
- Include an explicit language focus in lessons to aid second language acquisition.
- Set, assess and track targets for improving speaking and listening.
- Have high expectations for all pupils, including those with EAL.
- Match classroom activities to pupils' needs, using visual supports and scaffolds where possible.
- Consider and address common misconceptions and language barriers (e.g., misunderstanding mathematical symbols or subject-specific vocabulary).
- Support literacy development through strategies such as:
 - Drawing on pupils' first-language knowledge

- Using writing frames
- Providing props and visual cues

Strategies to Promote Language Development

Pupils' language skills will be supported through:

- Collaborative activities and spoken communication tasks.
- Opportunities for feedback and conversations with adults and peers.
- Exposure to strong language models provided by peers and staff.

Active participation will be encouraged through:

- Mixed-ability grouping with "expert" readers/writers to support language modelling.
- Classroom displays that reflect cultural and linguistic diversity.
- Assessment methods that allow pupils to demonstrate understanding in a variety of ways.
- Access to bilingual dictionaries and dual-language textbooks where possible.

4. Teaching and learning styles

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English is structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing.
- Encouraging children and young people to transfer their knowledge, skills and understanding of one language to another.
- Building on children and young people's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children and young people's ages and levels of learning.
- Providing support through ICT, video or audio materials, dictionaries and translators, visual support materials and readers.

- Providing bilingual support to enable children and young people to access the curriculum, learn basic classroom routines and to continue children's language development in their first language.
- Teaching assistant support, which allows children and young people to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children/young people.
- Having available dual language notices / books / High Grange School information where appropriate.
- Using the home of first language where appropriate.

5. Curriculum

All children and young people in High Grange School follow the curricular requirements of the National Curriculum. Children and young people with English as an additional language do not produce separate work.

- Class teachers and Teaching Assistants will also support children and young people within classrooms. This involves supporting individual children/young people or small groups of children and young people and at times teaching the whole class.
- Intensive support for older bilingual pupils/young people at a very early stage of learning English.

Children and young people may be withdrawn from lessons to receive additional EAL support. However, if a child/young person is working separately with support, their work will be clearly linked to the National Curriculum and reviewed regularly. The support may be used to address a particular language or learning focus. These may include:

- Preparation sessions with the pupil/young person before teaching input, for example before a whole class session.
- Sessions following up a whole class or group session to reinforce key language and concepts.

Children and young people learning English as an additional language can be helped and supported by:

- Building on their experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children and young people to engage in speaking and listening activities in English with peers and adults.
- Providing bilingual support to extend vocabulary.
- Providing a variety of writing in the children and young people home language as well as in English
- Providing opportunities for the children and young people to hear their home language as well as English.
- Proving support through our MDT specialist in reading and writing.

6. Assessment

When pupils first join the school, they will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.

Initial assessments are carried out by the EAL lead, and completed assessments are held on the pupil's profile.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning. The pupil and their parents may view the assessment at any time.

We carry out ongoing recording of attainment and progress in line with agreed school procedures. In the summer term this information is handed over to the teacher for the next school year in order to identify future teaching strategies.

7. Working with parents

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with pupils before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.