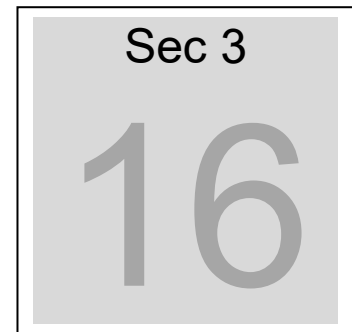


RED ROSE SCHOOL

ENGLISH as an ADDITIONAL LANGUAGE POLICY



Updated: March 2026
Next review: March 2028

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Statement of Intent

Purpose

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are defined as having English as an additional language (EAL). This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Definition In defining EAL

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may be:

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

Pupils with EAL may need support to access curriculum content that is delivered in English, due to gaps in language knowledge. 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.

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.

2. This policy takes account of document and policies including:

- DfE The Equality Act and schools
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

3. Aims and objectives

aims

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

Objectives

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support and monitor pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- monitor pupils' progress, and adapt policies and procedures accordingly.
- Maximise opportunities to model the fluent use of English.
- Maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- Assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.

4. Roles and responsibilities

The proprietors will have overall responsibility for the implementation of this policy

Administrators will liaise with the Headteacher to:

- obtain, collate and distribute information on new pupils to relevant teachers.
This includes:
 - Language(s) spoken at home
 - From the previous school, information on level of English studied/used
 - Details of curriculum at previous school.

The Headteacher /SENDCo will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place for them.
- Ensuring that teachers monitor and review pupils' progress in line with school policy.
- Provide the class teacher for the pupil with EAL, with sufficient time to monitor and plan for the pupil.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum is made accessible for pupils with EAL.
- Securing training to ensure staff development.

Teachers and class teams are responsible for:

- Conducting initial assessments of pupils with EAL.
- Teaching, liaising and providing classroom support for pupils with EAL.
- Advising on strategies to include pupils with EAL and on ways to differentiate work for pupils with EAL.
- Encouraging and supporting pupils to maintain and develop their first language.
- Facilitating pupils' use of first language national exams.
- Developing relationships between the school and parents of pupils with EAL.

- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.

5. Support

Beginner EAL learners:

- It takes 1-2 years to become fluent in everyday spoken English, but
- 5-7 years to develop proficiency in formal, written English.

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes will focus on practical, everyday English.

During the induction period, that typically will vary in length dependant on pupils' progress, pupils will still take part in PE, art and maths classes.

In-class support and small group work is utilised as soon as the pupil can be successfully integrated into the classroom environment.

The pupil will still spend time daily with a delegated intervention teacher.

Other methods of support that the school will provide, includes:

1. Provide a classroom rich in oral experiences
2. Enable pupils to draw on their existing knowledge of other language/s
3. Encourage and use bilingual support from other students and staff
4. Use translated materials and bilingual dictionaries
5. Allow students time to practice new language
6. Use visual support of all kinds (diagrams, maps, charts, pictures)
7. Develop card sorting, sequencing and matching activities.

6. Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.

- The language development of pupils is the responsibility of the whole school community.
- Diversity is valued, and classrooms are socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

7. Initial assessments

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.

- The assessment will utilise the framework provided in Appendix 1.
- Initial assessments are carried out by the headteacher / SENDCo or delegated to the pupil's class teacher.
- 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.

8. Classroom practice

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

Teachers will consider:

- common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- improving pupils' literacy by utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.
- Developing Language skills through collaborative activities involving spoken communication / Feedback opportunities and conversations.
- Utilising good language models provided by peers.

When talking to pupils with EAL, teachers will:

- Be face to face.
- Gain their attention first.
- Demonstrate their meaning with actions.
- Give thinking time without extra language input.

Teachers will be encouraged to use the "say less and stress, go slow and show" approach, meaning that they will:

- Say less – by using short, simple sentences with proper grammar.
- Stress what's important – by making important words stand out with their voice.

- Go slow – by speaking slower and adding pauses.
- Show meaning using non-verbal cues – by using actions, gestures, objects and pictures when speaking.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- ‘Expert’ readers and writers present in each group to support and model language.
- Having layers of participation planned into activities, giving children time to watch what is going on.
- taking the child through one step at a time.
- Noticing and valuing verbal and non-verbal communication.

Teaching and Learning Staff can also help pupils with EAL learning English language by:

1. By planning differentiated work for EAL pupils if necessary.
2. By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
3. By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
4. Recognising that EAL pupils may need more time to process answers.
5. Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
6. Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

Digital resources such as bilingual dictionaries will be accessed to aid pupils with EAL and translation of textbooks used where possible.

Prior to any private tuition or one-to-one support, the pupil is informed of the purpose of the session and the objectives.

9. Access to the curriculum

The needs of pupils with EAL are considered by teachers when planning lessons.

When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is used to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available.:

10. Working with parents

Liaison with parents is vital for us to create a strong home and school partnership, to aid 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.
- Provide interpreters or digital translation 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 Reviews and participate in school functions.
- Encourage parents to become involved with any home learning through shared reading schemes and language-based work.
- Plan activities to ensure they do not clash with religious/community commitments.

11. Pupils with EAL with SEND

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL may have one or more types of SEND and this needs to be identified at an early stage.

Assessments of SEN of pupils with EAL will involve EAL specialists along with SEND specialists.

As a Specialist school, the LA or child's previous mainstream school will have previously arranged assessment in the child's first language and SEND support will be in their provision in the EHC Plan.

The school will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

12. Monitoring and review

The Headteacher will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support and in light of changes to the law or statutory guidance, will make any changes necessary.

This policy is reviewed bi-annually by the Headteacher /SENDCO collaborating with key teachers as necessary. Light touch revisions are made should specific needs arise.

Appendix: First Language Assessment Form

Pupil's name

Assessed by

Language

Date

Is the pupil's social/linguistic behaviour age-appropriate? Y/

Does the pupil understand a range of questions, instructions and a story, told in their first language?Y/N

Is the pupil's speech clearly articulated? Y/N

Is the pupil able to speak accurately at a social level? Y/N

Is the pupil's vocabulary appropriate/sophisticated/limited? Y/N

Does the pupil use correct grammatical structures? Y/N

Can the pupil talk about the past, present and future using correct verbal forms? Y/N

Do you have any concerns? Y/N

Do you have any comments regarding the pupil's social interaction with you during the assessment? Y/N

Can the pupil read and write in their first language?Y/N

Can the pupil complete age-appropriate mathematics tasks with limited language context? Y/N