



**THE ECCLESBOURNE SCHOOL**

Learning Together for the Future

## English as an additional language (EAL) policy

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March 2026

This has been approved by SLT

**This is a non-statutory policy**

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## **1 Aims and scope**

- 1.1** In this policy the definition of ‘English as an Additional Language’ (EAL) is: ‘a pupil [who] is recorded to have English as an additional language [because] they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.’ (DfE Schools, Pupils and their Characteristics, July 2020)
- 1.2** Students with EAL will face various difficulties in their academic life. Students’ aptitude for English will vary but many will face barriers to learning, to accessing the curriculum, and to reaching their full potential. Students with EAL must learn in, and through, a different language.
- 1.3** This policy has been established to ensure that all students with EAL at The Ecclesbourne School are given the best chance possible to reach their full potential.
- 1.4** At the Ecclesbourne School we will:
- Welcome the cultural, linguistic and education experiences students with EAL contribute to the school;
  - Ensure strategies are in place to support students with EAL;
  - Enable students with EAL to become confident and to acquire the language skills needed to reach their full academic potential.

## **2 Objectives**

- 2.1** The objectives of this policy are:
- To identify and assess individual students’ needs as soon as possible;
  - To acknowledge the importance of students’ home language and to build upon their existing skills and knowledge;
  - To make use of their knowledge of other languages;
  - To ensure good communication with parents/carers;
  - To promote a whole school responsibility towards EAL students;
  - To make appropriate use of resources to improve outcomes for EAL students.

## **3 Responsibilities**

- 3.1** The teacher responsible for students with EAL is Helen Green, Assistant Head. She will work with members of the Learning Support Faculty and the Literacy Co-ordinator to:
- Oversee the coordination of the efficient timetabling of students with EAL;
  - Oversee the assessment needs of students with EAL;
  - Ensure the procurements and appropriate use of resources to support students with EAL;
  - Communicate with staff and parents/carers about matters related to supporting students with EAL.
- 3.2** All staff members have a responsibility to ensure that students with EAL whom they teach make expected progress. They will meet this responsibility by:
- Providing a good model of spoken English;

- Ensuring the inclusion of students with EAL in their classrooms, for example, giving careful consideration to discussion and group work;
- Identifying where students with EAL may be experiencing difficulties and taking intervening measures to support the student;
- Where possible, making varied use of English in their resources. For example, by:
  - providing word lists which can be translated into the students' first language;
  - providing subject specific word lists;
  - using visuals in resources to assist understanding and word recognition;
  - providing graphic organisers or knowledge organisers to vary the presentation of written text;
  - modelling or scaffolding written answers and/or provide writing frames;
  - promoting the use of ICT to complement classroom and homework activities;
  - allowing the use of bilingual dictionaries in lessons.
- In addition, teachers can make the following adjustments in their lessons to maximise accessibility for students with EAL:
  - Seating students with EAL at the front of the class in order for them to pick up on facial clues and gestures (non-verbal communication);
  - Use concise, clear language in their explanations;
  - Have classroom displays which reinforce English language.

**3.3** Additional support may be provided through intervention lessons in the Learning Support Department. Students with EAL may be selected to take part in Buddy Reading and/or the Catch-Up Literacy programme, led by the school's Literacy Co-ordinator.

## **4 Inclusion**

**4.1** The Ecclesbourne School is committed to being an inclusive community. We recognise our statutory duty, under the Equality Act (2010), to promote equality of opportunity whatever the characteristics of the individual. We fulfil our duties under the Equality Act 2010 by:

- Eliminating discrimination, harassment and victimisation;
- Advancing equality of opportunity for all students, including those who use English as an additional language;
- Fostering good relations between students of different languages, cultures and backgrounds.

We recognise that EAL learners may belong to protected characteristics under the Act, including race, nationality, and ethnic origin. We will monitor outcomes to ensure no group is disadvantaged and we will act promptly on any patterns of inequality identified.

**4.2** This policy includes the following principles of inclusion:

- There is a shared understanding that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem;
- The language development of students is the responsibility of the whole school community and is not just the preserve of the Learning Support Faculty;
- Diversity is valued and classrooms are socially inclusive;
- Teachers will be knowledgeable about students' abilities in English and use this knowledge to inform their teaching;
- Lessons will be adapted so they are accessible to students with EAL, whilst maintaining subject content and the appropriate level of challenge.

## **5 Initial assessments**

- 5.1** The school will undertake timely initial assessments to gauge students' English abilities.
- 5.2** The assessments will include CAT and WRAT tests.
- 5.3** All documentation related to the assessment will be held by the Learning Support Faculty and the Literacy Co-ordinator.
- 5.4** Teachers of the student will be given access to the assessment results to inform their planning and teaching.
- 5.5** However, the results from the CAT and WRAT tests will be interpreted in context of the child's needs and understanding
- 5.6** The CAT and WRAT tests will not be a sole measure of a child's ability but will also be supplemented by teacher judgement.

## **6 Working with parents and carers**

- 6.1** Working in partnership with parents/carers is an important element to the progress and development of students with EAL. To aid this partnership, the school will:
- Actively seek to create a welcoming environment to help put parents/carers at ease when visiting the school
  - Provide interpreters for meetings where needed and where possible
  - Ensure that the language used in letters and messages home are clear and straightforward and accessible for all families
  - Provide the means by which messages on the school's website can be translated into a language other than English;
  - Give parents/carers access to homework instructions through Show My Homework.

## **7 Special Educational Needs (SEND)**

- 7.1** 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.
- 7.2** A proportion of students with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage.
- 7.3** Where appropriate, SEND assessments will take place in the child's first language.
- 7.4** SEND support of students with EAL will be decided on an individual basis, according to the school's SEND policy.

## **8 Policy review**

- 8.1** The headteacher, Head of Curriculum, Head of DEI and Head of the Learning Support Faculty will monitor the application and outcomes of this policy to ensure it is working effectively.
- 8.2** This policy will be reviewed every two years.

## **9 Links to other policies**

- SEND Policy
- Diversity, Equality and Inclusion Policy