



EAL Policy

Reviewed Date: September 2025

Next Review due: September 2026

INTRODUCTION AND PURPOSE

As an Academy, we are proud of our multi-cultural community and the valuable contribution that students with English as an additional language (EAL) make to school life. This policy is a statement of the school's aims and strategies to ensure that all EAL students fulfil their potential. All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background.

Defining EAL

The term EAL is used to refer to students whose main language at home is other than English. EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. 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. Early intervention and support is therefore crucial.

EAL students may be:

- Newly arrived from a foreign country and school (been in the country for less than 2 years)
- Newly arrived from a foreign country but an English speaking school
- Born abroad, but moved to England at some point earlier in their childhood
- Born in the UK, but in a family where the main language is not English

EAL students require varying levels of provision. For the purpose of planning appropriate provision and communication between staff EAL students' competence in English is categorised, and labelled on SIMs, as per below:

EAL codes: A, B, C, D, E

- A – New to English
- B – Early Language Acquisition
- C – Developing Competence
- D- Competent
- E - Fluent

AIMS AND OBJECTIVES

Key Aims

This policy sets out the Academy's strategy to support the delivery of high quality teaching and learning, and the use of resources and strategies, to meet the needs of and raise the achievement of EAL students.

The aims of this EAL policy are to define:

- The Academy's objectives regarding EAL and how these will be met.
- The overall organisation and management of EAL provision in the Academy.
- The Academy-wide strategies which will be deployed in order to support the academic development of EAL students.

The Academy aims to:

- Assess the skills and needs of students with EAL and to provide for their needs.
- Equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor the progress of students with EAL.
- Monitor students' progress systematically and use the data to inform teaching and learning, classroom management, curriculum planning, intervention and the setting of targets.
- Maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- Celebrate the range of cultures within the school and ensure all students develop an understanding of them.
- Provide targeted intervention and support to accelerate EAL students' progress and close the language and achievement gap.

Success Criteria

- 1) Appropriate differentiation for EAL students is embedded in all lessons, regardless of subject, and is evidenced in schemes of work, lesson plans and observations.
- 2) Through high quality professional development, staff are supported in developing their own understanding and expertise in identifying and overcoming barriers to learning for EAL students.
- 3) 100% of identified EAL students receive intervention

CONTEXT AND RATIONALE

The proportion of EAL students at the Academy is above the national average and is rising.

The number of students joining the Academy with little or no English is rising.

Each year, increasing numbers of students with little or no English are joining the Academy as new starters. It is therefore essential that there is a clear strategy and process in place to ensure these students receive the resources and support they need whilst maintaining the necessary levels of support and intervention for existing students.

There has been a steady improvement in the achievement of EAL students in recent years.

As a cohort, the attainment and achievement levels of EAL students has been increasing steadily and they now outperform their non-EAL peers. It is important that the improvements in the achievement of EAL students are sustained and any continuing underachievement by sub-cohorts within the EAL groups is addressed (e.g. Pakistani heritage boys).

EAL must be a whole-Academy issue.

EAL is a key focus of the Ofsted framework. Improving EAL provision across the Academy will enable EAL students to be more skilled in accessing the curriculum, regardless of the subject. A clear EAL focus will enable those students to create greater opportunities for themselves and improve their life chances.

ROLES AND RESPONSIBILITIES

Led by the EMA coordinator, the EMA team are responsible for co-ordinating EAL provision in conjunction with the assigned member of the Senior Leadership Team.

The EMA Coordinator will:

- Develop and oversee, in conjunction with the Assistant Headteacher, the implementation and evaluation of the school's EAL policy.
- Liaise with the assigned member of SLT in relation to EAL provision.
- Ensure EAL students are identified, assessed and supported.
- Ensure a balanced distribution of staff resources between KS3 and KS4.
- Ensure that relevant and important information is passed on to school staff.
- Coordinate the provision for EAL students in terms of academic and pastoral support in order to ensure both the welfare and academic achievement of EAL students.
- Provide school staff with guidance and support relating to effective teaching approaches and materials for EAL students.
- Provide and coordinate additional language/literacy support for targeted students to accelerate their English language acquisition and academic achievement.
- Liaise with parents/carers where possible to involve them in decision making.
- Coordinate the study of home language qualifications.

The EMA Team will:

- Help in identifying and supporting new arrivals, EAL and BME students to develop their literacy.
- Identify appropriate support strategies for new arrivals that have little foundation in the English language based on their levels of fluency.
- Carry out diagnostic testing and/or interviews with students to assess literacy levels.
- Undertake classroom observations of all new Year 7 students to identify EAL-related intervention needs.
- Provide intervention strategies using one to one support in class and out of lesson support.
- Promote reading amongst EAL students through small reading groups.
- Provide targeted examination literacy support for KS4 EAL students to support access to examinations.
- Liaise with parents/carers to support EAL students' learning and development.
- Liaise with parents/carers of EAL students to support literacy development in the home (including the provision of adult literacy classes for parents/carers).
- Carry out home visits to support communication channels with families of EAL students and enhance the links between home and school.
- Provide in-class support for targeted EAL students.
- Organise and deliver targeted BME mentoring.
- Develop links with the local community.

The Closing the Gap Teacher forms part of the EMA team and will:

- Develop, lead and teach the KS3 Alternative Learning Pathway provision.

- Develop and deliver a high quality literacy and numeracy catch up curriculum.
- Deliver staff training and disseminate good practice.
- Identify students requiring reading support and intervention and deliver a programme of one to one support.
- Liaise with primary schools and support transition around literacy and EAL issues.

All Teaching Staff will:

- Act to ensure that language does not present a barrier to learning in the classroom for EAL students.
- Have high expectations of EAL students.
- Expect students to participate in all classroom activities/tasks.
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context.
- Provide differentiated work for EAL students.
- 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.
- Ensure key language features of each curriculum area are made explicit, i.e. key vocabulary, uses of language, and forms of text, are identified.
- Provide enhanced opportunities for speaking and listening and ensure students have access to effective staff and peer models of spoken language.
- Ensure additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture etc.
- Ensure additional verbal support is provided, e.g. repetition, modelling, peer support.
- Ensure discussion is provided before, during and after reading and writing activities.
- Provide ample opportunities for talk – pair work, collaborative activities etc. and model spoken structures, for example using frameworks for talking and active listening tasks.
- Encourage student responses and promote interaction using different forms of questioning: closed and open, concrete and abstract, etc.
- Allow students ‘time to think’ before answering questions.
- Ensure language skills are made explicit, including demonstrating grammar conventions (e.g. the use of connectives in essay writing), with opportunities to practise language use.
- Prepare resources that support the development of students’ language skills and understanding, including visuals or graphic organisers (for example timelines, tree diagrams, flow charts, tables, graphs, pie charts and cycle diagrams) to support understanding of key words and concepts.
- Allow time for students to summarise and reflect on what they have learned at the end of a lesson.
- When planning, look carefully at the language of the content of the curriculum rather than looking through the language to reach the content.
- Set clear content learning objectives and language learning objectives.
- Provide activities throughout the lesson to teach and assess language objectives.
- Be mindful of differences in culture and prior educational experiences.
- Ensure links to prior knowledge and background are made so the students can connect to new learning.
- Keep teacher talk focused; use precise language and illustrate key words visually, with concrete examples. Act out, model or demonstrate.
- Be mindful of using simple sentences in written and spoken explanations.
- Be aware that frequent repetition is necessary when learning in a second language. Where possible, display key vocabulary in the classroom.

- Model the language structure required for the lesson and plan for oral rehearsal of any new language structures.
- Provide different ways to respond to a question e.g. 'show me', voting or multiple choice answers.

STAGES OF SUPPORT FOR EAL STUDENTS

Identification:

The first step in providing for EAL students is to identify the EAL cohort. This is done on entry to the school through a parent/guardian questionnaire contained in the entry pack or through analysis of previous school records.

Assessment:

On entry to the school the following will be used to assess the categorisation and the language/cognitive ability of all EAL Students. First language assessments are completed for new arrivals into the UK. The assessments are completed when available to provide valuable information regarding cognitive ability in the home language that could be transferred to English. A home language assessment will inform placement in appropriate teaching groups. Teaching staff shall be briefed on the outcomes of the assessments and briefed on effective learning strategies to support the new student.

Initial assessment of newly arrived students:

Sources of evidence:

- EAL profile
- Observation in classroom
- Previous school records
- Teachers' comments and observations
- Input from parents/carers

Purpose of initial assessment:

- To establish achievement levels on entry to school
- To provide a framework for assessing and recording students' progress in English, particularly during the first year of learning English
- To enable teachers to plan appropriate learning experiences for students
- To enable schools to set up an appropriate programme of support

Assessment of EAL students on entry to Year 7:

- An analysis of contextual info from Key Stage 2 teachers
- Key Stage 2 data for reading, writing and spelling
- NGRT reading test
- Suffolk reading test
- Renaissance reading test (Accelerated Reader)
- Handwriting sampling
- Vernon spelling tests
- Teachers' comments and observations
- Input from parents/carers

Assessment of EAL learners on entry to other year groups:

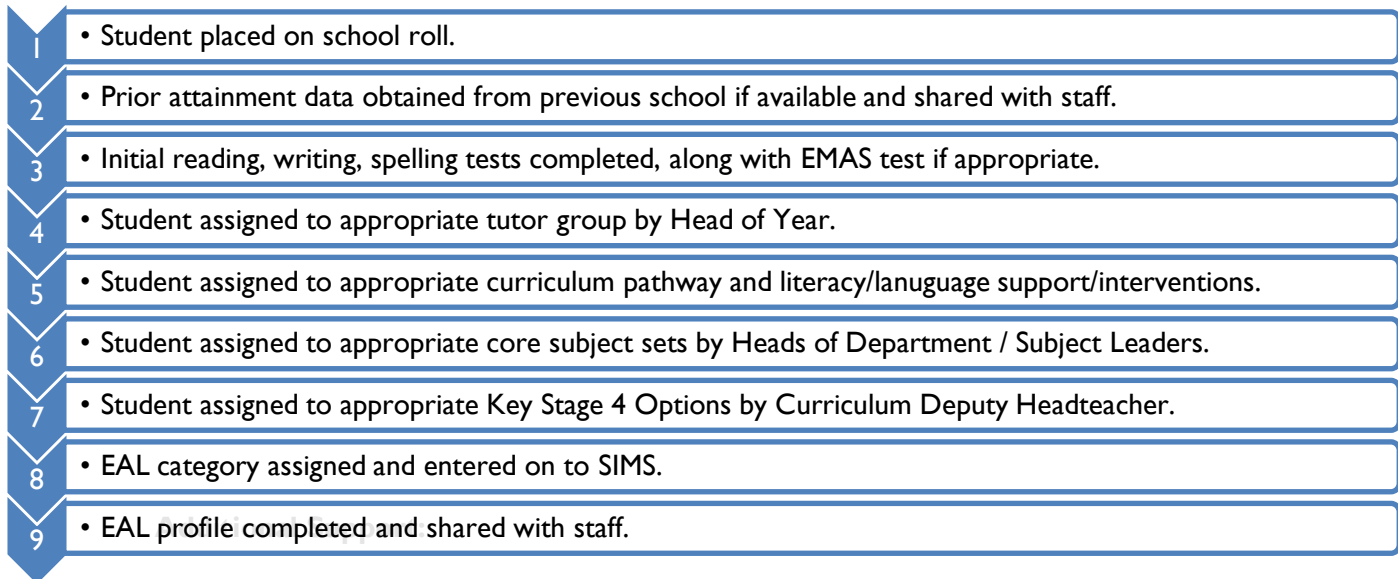
- Attainment data from previous school
- NGRT reading test
- Suffolk reading test
- Vernon spelling tests
- Teachers' comments and observations
- Input from parents/carers

Independent EAL learners whose first language is a language other than English but who are sufficiently fluent in English that it is not a barrier to learning are monitored and staff report concerns to the EMA Coordinator.

On the basis of this information students will be assigned a level of academic ability and entered on to SIMS for staff reference. The information will be used to determine the most appropriate curriculum and intervention provision for a particular student.

Induction Process for EAL New Starters:

The diagram below highlights the induction process for new EAL starters to the school:



Most EAL students will thrive in a language enriched classroom without further intervention. Others may require additional help. A range of personalised interventions and curriculum pathways are delivered by highly skilled staff in order to ensure students receive the right curriculum and support to accelerate their language acquisition and academic achievement.

Based upon initial assessment data and discussion with key staff and parents/carers, EAL students will be placed in appropriate ability sets for English, maths and science and an appropriate tutor group to ensure English language skills are modelled for students. In addition, students will be allocated to one of the curriculum pathways highlighted below:

At Key Stage 3:

EAL category A/B (New to English/Early language acquisition)

Alternative Learning Pathway with Closing the Gap specialist, focusing upon phonics, literacy skills and language acquisition, plus withdrawal for appropriate targeted interventions from the list highlighted below.

EAL category C (Developing competence)

Alternative Learning Pathway with Closing the Gap specialist, focusing upon phonics, literacy skills and language acquisition. Students will be placed in appropriate ability sets for English, maths and science.

EAL category D (Competent)

Mainstream school curriculum plus withdrawal for targeted interventions highlighted below.

EAL category E (Fluent)

Mainstream school curriculum

At Key Stage 4:

- Students will be guided towards a core provision of English, maths and science and a range of Options choices that meet their aspirations and abilities.
- Additional offsite ESOL and vocational provision will also be accessed should this be deemed suitable or necessary.
- Following analysis of each data collection, target EAL students may also be withdrawn from some subjects to undertake additional GCSE qualifications (such as ECDL) or some of the interventions highlighted below.

A range of high quality bespoke interventions are also available to provide targeted provision for those students who may need additional support beyond that described above. These discussed students are identified following whole school data collections to ensure timely and appropriate interventions are put in place to help the student make progress:

- Handwriting support
- One to one literacy, phonics and reading support
- Renaissance Reading programme
- Breakfast Club
- Mentoring
- Support from Numeracy Leaders
- Support from Reading Leaders
- English & Maths additional intervention lessons
- Wellbeing Centre support
- In class support
- Pastoral support
- Family liaison
- Educational Welfare Officer support
- Funding support for equipment, uniform and trips
- After school club provision

SPECIAL EDUCATIONAL NEEDS / GIFTED AND TALENTED STUDENTS:

An SEN assessment would be prompted if a student is not making expected progress despite EAL support strategies being implemented.

If a Special Educational Need is identified, EAL students have equal access to the Academy's SEN provision. If EAL students are identified as Most Able/Inspire, they will have equal access to the Academy's provision for this cohort and will be placed in appropriate sets to ensure sufficient stretch and challenge.

MONITORING AND EVALUATION

In order to track and monitor the academic progress of EAL students the Academy will ensure that:

- Targets for EAL students are appropriate and take into consideration the widely accepted research that it takes 2 years to acquire conversational English and 5-7 years to acquire academic English. Targets will be challenged and reviewed on a regular basis.
- Planning for EAL students incorporates both curriculum and EAL-specific objectives.

- Staff regularly observe, assess and record information about students' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.
- The academic progress of EAL students is analysed after each data collection and appropriate intervention is put in place for those students not making the expected levels of progress.
- Key students are made explicit to staff in order to ensure appropriate and effective teaching and learning strategies are in place in every lesson.
- The impact of interventions on EAL students' progress is regularly reviewed.
- EAL students are regularly discussed at Closing the Gap meetings.

PARENTAL / COMMUNITY INVOLVEMENT

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying the linguistic, cultural and religious background of students and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL students in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents/carers understand how they can support their children at home.
- Carrying out home visits to discuss the academic progress and pastoral welfare of children with parents/carers.

EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		X		
2	Disability	X			Should advance equality of opportunity for SEND and students with a disability.
3	Gender Reassignment		X		
4	Marriage and Civil Partnership		X		
5	Pregnancy and Maternity		X		
6	Race	X			Should advance equality of opportunity through targeted provision for key groups and students.
7	Religion or Belief		X		
8	Gender		X		
9	Sexual Orientation		X		
Other					