EAL Policy

Scope

This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS), and recognises that English as an Additional Language (EAL) learners are a diverse group with varying levels of proficiency and prior educational experience.

Introduction

At St. Andrew's School, we value linguistic diversity and recognise language as central to learning, identity, and inclusion. We are committed to ensuring that all pupils who are learning English as an additional language are fully included in school life and are supported to achieve their academic, social, and emotional potential.

We aim to create an environment where pupils feel confident, safe, and valued, and where home languages are respected as an important part of each child's identity and learning journey.

Aims

The aim of the school is to ensure that all pupils experience:

- A commitment by all staff and pupils to create an environment whereby newly arrived pupils feel safe; socially, emotionally and physically.
- Access to the Curriculum through quality first teaching.
- A positive inclusive environment to support their social and emotional needs and by providing good role models and English as an additional language (EAL) buddies to support inclusion and interactions.
- Additional provision if identified as also being More Able and/or Special Educational Needs.
- An ethos where their home language and their culture feel valued and included in all aspects of school life.
- Regular assessment, monitoring and support to progress in their acquisition of English.

Principles of Provision

We recognise that:

- EAL is not a learning difficulty in itself
- Many EAL learners are highly able and may also be More Able or have SEND
- Language development is integral to curriculum access
- Effective provision is primarily delivered through high-quality classroom teaching

All staff share responsibility for identifying and removing barriers to learning for EAL pupils.

Leadership and Responsibility

The Assistant Principal (Provision and Learning) is the EAL Coordinator and is responsible for:

- Overseeing EAL assessment, monitoring and provision
- Maintaining an overview of EAL pupil progress across the school
- Supporting staff training and development

- Ensuring appropriate intervention strategies are implemented
- Monitoring the effectiveness of provision and reporting outcomes to SLT

All teaching staff are responsible for planning effectively for EAL learners within their classrooms.

Identification and Assessment
On admission, parents are asked to provide information regarding language background and prior education.

The school will:

- Undertake initial language assessment within the first two weeks of entry
- Identify pupils' stage of English acquisition (emergent, developing, competent, fluent)
- Monitor progress through ongoing teacher assessment and curriculum evidence
- Maintain an EAL register for tracking and provision planning
- Assessment outcomes inform teaching strategies and intervention decisions.

Provision and Intervention

Provision is based on need and stage of English acquisition and may include:

Early Language Support

- Structured vocabulary development
- Pre-teaching of key concepts
- Visual and practical support
- Small group targeted language sessions where appropriate

Advanced EAL Learners

- Curriculum access with targeted language scaffolding
- Extension of academic vocabulary and written language structures
- Support to ensure full curriculum challenge

Interventions are time-limited, targeted and regularly reviewed for impact.

Teaching and Learning Strategies

High-quality teaching is the most important factor in supporting EAL learners. Teachers will ensure:

- Clear learning objectives and success criteria are shared
- Key vocabulary is explicitly taught and revisited
- Visual, auditory and kinaesthetic supports are embedded
- Opportunities for structured talk and academic discussion are planned
- Peer collaboration is used to support language development
- Learning progresses from concrete to abstract understanding
- Scaffolding strategies (e.g. sentence stems, writing frames) are used consistently
- Misconceptions are addressed through modelling and repetition

Teachers will actively promote inclusive language-rich classrooms.

Home Language and Cultural Inclusion

The school values home languages as a strength and resource for learning.

We will:

- Encourage pupils to use home language where appropriate to support understanding
- Promote bilingual learning resources where available
- Celebrate cultural and linguistic diversity through curriculum and school life
- Use displays, texts and resources that reflect the school community
- Support cultural awareness through events and curriculum themes

Early Years (EYFS) Provision

In EYFS, EAL learners are supported through:

- Play-based language development
- High levels of adult modelling and interaction
- Visual routines and structured communication support
- Language-rich continuous provision
- Opportunities for exploratory and social language development

Special Educational Needs and More Able Pupils

EAL is not an indicator of SEND. However, where concerns arise, pupils will be assessed in line with the SEND policy.

Where EAL pupils are identified as More Able or Talented, they will be provided with appropriate challenge and enrichment opportunities.

All pupils, regardless of language background, have equal access to SEND or More Able provision where appropriate.

Parental Engagement

The school will:

- Communicate with parents in a clear and accessible manner
- Provide translation support where reasonably available
- Share progress updates and strategies to support language development at home
- Encourage parental involvement in school life and learning activities

Monitoring and Tracking

The EAL Coordinator will:

- Monitor progress of EAL pupils termly
- Analyse attainment and progress data
- Review effectiveness of interventions
- Support staff in identifying underachievement early
- Report outcomes to SLT as part of whole-school tracking systems

Staff Development

The school will ensure ongoing professional development through:

- Training on EAL pedagogy and inclusive classroom practice
- Sharing of effective strategies across staff
- Support for planning and assessment of EAL learners
- Induction training for new staff on EAL provision expectations

Review and Evaluation

This policy will be reviewed every two years, or earlier if required, to reflect updates in educational guidance, curriculum development or school practice.

Mrs F. Lakanu
Assistant Principal (Provision & Learning)
St. Andrew's School

Policy Date: 1st September 2026
Policy Review Date: September 2028