



**HANDEL HOUSE SCHOOL**  
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**ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**  
**This Policy applies to the whole school including the EYFS**

**Legal Status:**

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2014) The Equality Act and Schools
- DfE (2018) Promoting the Education of looked after children and previously looked after children
- DfE (2018) Mental Health and Well-being provision in schools

**Related documents:**

- SEND Policy
- Teaching and Learning Policies
- Admissions Policy
- Anti-Bullying Policy
- KCSIE (2025)

**Availability**

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher
- The Proprietor (who is also the Headteacher) undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed: M.Raisborough

Date: January 2026

Headmaster and Proprietor

Review Date: January 2027

## English as an Additional Language (EAL) Policy

### Introduction

In this policy, the term 'English as an Additional Language' (EAL) refers to those 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.

This policy has been established to ensure that all pupils with EAL at Handel House School are given the best possible chance to reach their full potential.

### Aims and objectives

- To secure entitlement for all children to all areas of learning and give them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.
- To promote the principles of fairness and justice for all through the education that we provide in our school.
- To welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.

We aim to raise the attainment of pupils with EAL by:

- Assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible.
- Providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English.
- Providing additional in-class and withdrawal support to these pupils.
- Developing an understanding of and valuing pupils' home languages.
- Using visual and auditory resources.
- Assessing pupils with EAL to establish their needs and progress.
- Gathering accurate information regarding children's backgrounds, cultures and abilities.
- Acknowledging pupils with EAL for their skills in their own language(s)

### Assessment for learning

Where a pupil with EAL is assessed as having little to know English, support will be provided in the form of induction classes. These classes would focus on practical, everyday English. During this period, depending on a pupil's progress, they would still participate in PE, Art and maths classes for example.

### Identification and Assessment

Parents are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside pupils should be able to identify and assess pupils with EAL in order to target them for support via an initial assessment. This can be done using a variety of data, including, but not limited to:

- NFER English and Maths tests
- PIPs and Aspects
- Foundation stage profile
- Teacher assessment
- Reading tests
- Spelling tests
- Individual pupil targets

- Consultation with parents
- Accurate EAL data on entry

Once the pupils have been identified and assessed, the class teacher needs to work with colleagues to develop Individual Language Plans with targets (ILP's). All should be aware that EAL pupils will frequently understand what is being said, well before they have confidence enough to speak themselves.

### Teaching and learning style

- In our school, teachers take action to help children who are learning English as an additional language by various means:
  - developing their spoken and written English by:
    - o ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
    - o providing in class support for individuals and small groups;
    - o developing appropriate resources;
    - o explaining how speaking and writing in English are structured for different purposes across a range of subjects;
    - o providing a range of reading materials that highlight the different ways in which English is used;
    - o encouraging children to transfer their knowledge, skills and understanding of one language to another;
    - o providing support within small-group intervention strategy programmes also involving non-EAL pupils;
    - o providing advice and training for staff members;
    - o building on children'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:
    - o using accessible texts and materials that suit children's ages and levels of learning;
    - o providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
    - o using the home or first language where appropriate.

### Home-school links

These are in place to:

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Promote a multi-cultural understanding in school

Liaison with parents is vital to the creation of a strong home/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
- Ensure the language used in emails to parents is clear and straightforward
- 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

### Professional development

All staff are provided with opportunities for training on EAL, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

## **Use of ICT**

ICT is a central resource for learning in all areas at Handel House School and is used when relevant for meeting the needs of EAL pupils.

## **Resources**

Staff working with EAL pupils can receive training in how to use existing resources to support language development, as part of their professional development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money can be allocated each year to purchase further resources to support Learning Development including EAL.

## **Effective EAL support**

This will be evidenced by:

- High standards of EAL training and curriculum content for EAL pupils
- Good leadership and management of EAL
- Pupils with EAL being sufficiently challenged and supported so they can reach their potential
- Support that takes account of pupils at the early stage of language learning and support that takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson
- The offer of a curriculum which is both relevant and sensitive
- The SLT being involved in the monitoring, deployment and quality of provision for the support of pupils with EAL
- Links with parents being good
- The area being a strength in the school

## **Curriculum Access**

- At Handel House School teaching and learning, achievements, attitudes and well-being of all our children are important. Some of our children may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.
- We do not withdraw children from lessons to receive EAL support. Teaching Assistants work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes they work with groups of children, of whom only one or two may be EAL children

## **English as an Additional Language (EAL) in the Early Years Foundation Stage (EYFS)**

We plan opportunities for children to develop their English, and we provide support to help them take part in activities by:

- building on children's 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 to engage in speaking and listening activities in English with peers and adults;
- ensuring that our teaching and learning environments include appropriate resources
- providing bilingual support to extend vocabulary;
- providing a variety of writing in the children's home language as well as in English if requested;
- providing opportunities for children to hear their home languages as well as English if requested;

- providing bilingual support to extend vocabulary.

If necessary we also ask parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their native language so that if the child communicates with us in their native tongue at school we can support and reinforce this communication.