



## English as an Additional Language Policy

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| <b>Reviewed by</b>       | <b>Nathan Slater, Headteacher</b>                                   |
| <b>Checked by</b>        | <b>Daniel Pallett, Executive Headteacher</b>                        |
| <b>Date reviewed:</b>    | <b>September 2026</b>                                               |
| <b>Next Review date:</b> | <b>September 2027, or sooner if legislation or guidance changes</b> |

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## **Related school policies**

- Safeguarding and Child Protection Policy
- SEND Policy
- Curriculum and Assessment Policies
- Attendance and Absence Policy
- Anti Bullying Policy
- Admissions Policy
- Data Protection and Records Management Policy

## **1. Statement of intent**

**1.1** English as an Additional Language (EAL) describes pupils who have been exposed to a language other than English during childhood and continue to use or encounter it at home or in their community. EAL includes pupils who are fluent in English as well as those learning it. It is not a measure of ability or a diagnosis of SEND.

**1.2** We value multilingualism and the knowledge, culture and experience pupils bring. Each pupil's language development, prior education and communication needs are understood individually. Staff maintain ambitious learning expectations and provide support where language affects access to learning.

**1.3** Conversational fluency and understanding of academic language may develop at different rates. Progress depends on the pupil's experiences, opportunities and needs; fixed timescales are not used to judge ability or determine access to support.

**1.4** 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.

**1.5** We aim to:

**1.6** Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.

**1.7** Ensure strategies are in place to support pupils with EAL.

**1.8** Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

**1.9** Our strategic objectives are to:

**1.10** Provide a welcoming atmosphere for newly arrived pupils with EAL.

**1.11** Assess the skills and needs of pupils with EAL.

**1.12** Gather accurate information regarding children's backgrounds, cultures and abilities.

**1.13** Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.

**1.14** Use all available resources to raise the attainment of pupils with EAL.

**1.15** Systematically monitor pupils' progress, and adapt policies and procedures accordingly.

**1.16** Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.

**1.17** Maximise opportunities to model the fluent use of English.

**1.18** Ensure pupils with EAL are acknowledged for their skills in their own languages.

## **2. Legal framework**

**2.1** This policy applies the Equality Act 2010 duties relating to schools, including non-discrimination and reasonable adjustments for disabled pupils. The public sector equality duty is not assumed to apply to an independent school solely because pupils' places are LA funded.

**2.2** The Education (Independent School Standards) Regulations 2014, as amended, require suitable curriculum and teaching that take account of pupils' ages, aptitudes and needs,

including EHC plans. The Children and Families Act 2014 and SEND Code of Practice inform joint working and provision; duties specific to section 41 institutions apply where the school has that approval.

**2.3** The policy has regard to KCSIE 2026, DfE Independent School Standards guidance April 2026 and the Ofsted non-association independent schools inspection toolkit September 2026. The UNCRC informs our respect for pupils' language, culture and participation. Data is processed under UK GDPR and the Data Protection Act 2018 as amended.

### **3. Leadership and responsibilities**

**3.1** The Headteacher will designate a lead for EAL provision. The lead works with the Inclusion Team, class teachers and speech and language therapy staff. Responsibilities include:

**3.2** Coordinating the efficient timetabling of pupils with EAL.

**3.3** Overseeing the assessment and targeting of children with EAL.

**3.4** Ensuring the procurement and appropriate use of resources to support pupils with EAL.

**3.5** Aiding staff in effective communication with parents and finding translators where appropriate.

**3.6** Exploring various possibilities to ensure important information is shared with parents.

### **4. EAL teaching support**

**4.1** The Headteacher ensures that staff supporting pupils with EAL have appropriate training and can access specialist advice. Support is delivered through class teaching and personalised intervention; this policy does not assume that a separate EAL department or specialist teacher is employed.

**4.2** The responsibilities of EAL teachers are:

**4.3** The induction of newly arrived pupils.

**4.4** Conducting initial assessments of pupils with EAL.

**4.5** Teaching small groups of pupils with EAL.

**4.6** Providing classroom support.

**4.7** Liaising with teaching staff.

**4.8** Advising on strategies to support and include pupils with EAL.

**4.9** Providing advice regarding inclusive curriculum materials.

**4.10** Advising on ways to differentiate work for pupils with EAL.

**4.11** Encouraging and supporting pupils to maintain and develop their first language.

**4.12** Considering first-language qualifications where appropriate and available, with advice from the awarding organisation.

**4.13** Developing relationships between the school and parents of pupils with EAL.

**4.14** Securing and providing training to ensure staff development, including INSET courses.

**4.15** Acting as consultants to staff on language-related issues.

**4.16** Acting as consultants to staff on equal opportunity and race equality issues.

**4.17** Staff receive training appropriate to the pupils they teach, including modelling language, visual and communication supports, adaptive teaching and culturally informed assessment. The EAL lead reviews training needs with school leaders.

## **5. The role of all staff**

**5.1** All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

**5.2** Ensuring all written work includes the technical requirements of language as well as the meaning.

**5.3** Providing a good model of spoken English.

**5.4** Where possible, using a variety of types of text to explore their subject and through the varied use of English.

**5.5** Ensuring the inclusion of pupils with EAL in their classrooms.

**5.6** Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

## **6. Personalised support**

**6.1** A pupil new to English receives a personalised induction and language support plan. Support may include practical everyday English, vocabulary teaching, visual materials and individual or small-group sessions. The pupil has access to the full appropriate curriculum from admission; English proficiency is not a condition for joining lessons.

**6.2** Classroom support and any intervention are reviewed regularly. Withdrawal is purposeful, proportionate and time-limited, with a clear link to curriculum access. There is no automatic six-week induction class or daily withdrawal requirement.

## **7. Inclusion and safeguarding**

**7.1** Pupils can communicate safeguarding concerns in a language and manner they understand. Staff provide trusted adults, communication aids and independent interpreters where needed. Concerns are reported immediately through the Safeguarding and Child Protection Policy and KCSIE 2026; language barriers must never delay action.

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

**7.3** There is an understanding throughout the school, for both staff and pupils, 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.

**7.4** The language development of pupils is the responsibility of the entire school community.

**7.5** Class staff, the EAL lead, the Inclusion Team and therapists work together to agree consistent support.

**7.6** Diversity will be valued and classrooms will be socially inclusive.

**7.7** Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.

**7.8** Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

**7.9** Staff value pupils' home languages and provide opportunities to develop English through supportive interaction. Pupils are not discouraged from using their home language or isolated because of it.

## **8. Initial assessments**

**8.1** The school 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.

**8.2** The language and learning profile in Appendix A supports assessment. It is completed using pupil and family information, observation and specialist input where needed; it is not a diagnostic test.

**8.3** Initial assessments are carried out by the teacher responsible for pupils with EAL, and completed assessments are held on the pupil's profile.

**8.4** Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning.

**8.5** Assessment information is shared with pupils and parents in an accessible form, subject to lawful information-sharing and safeguarding requirements.

## **9. Classroom practice**

**9.1** Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

**9.2** Classroom activities will be matched to pupils' needs and abilities.

**9.3** 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.

**9.4** Where possible, the following practices will be utilised to improve pupils' literacy:

**9.5** Utilisation of the pupil's first language expertise.

**9.6** The provision of writing frames.

**9.7** The use of props.

**9.8** Language skills will be developed through:

**9.9** Collaborative activities involving spoken communication.

**9.10** Feedback opportunities and conversations.

**9.11** Good models provided by peers.

**9.12** Active participation will be encouraged by:

**9.13** Grouping pupils flexibly to support participation, peer relationships and appropriate challenge.

**9.14** 'Expert' readers and writers present in each group to provide assistance and model language.

**9.15** Classroom displays will reflect cultural and linguistic diversity.

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

**9.17** Bilingual dictionaries and suitable translated resources are provided where they support the pupil's learning.

**9.18** Dual-language texts are used where available and appropriate.

**9.19** Visual supports are utilised where possible.

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

## **10. Access to the curriculum**

**10.1** The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

**10.2** The language and learning demands of the curriculum are analysed and support is provided.

**10.3** Visual support is utilised to provide greater understanding of key concepts.

**10.4** There are opportunities for pupils to use their first language in the classroom.

**10.5** The support requirements of pupils with EAL are identified and the support is made available.

## **11. Working with parents and carers**

**11.1** 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:

**11.2** Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.

**11.3** Provide interpreters for meetings when needed.

**11.4** Ensure the language used in letters to parents is clear and straightforward.

**11.5** Important information is explained directly to parents in their preferred language where needed. Pupils are not used as interpreters for safeguarding, medical, legal or other sensitive discussions.

**11.6** Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.

**11.7** Encourage parents to attend parents' evenings and participate in school functions.

**11.8** Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.

**11.9** Encourage parents to become involved with homework through shared reading schemes and language-based homework.

**11.10** Consider religious and community commitments when planning events, and offer accessible alternatives where appropriate.

## **12. EAL and special educational needs**

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

**12.2** Jasmine Hall is an independent special school and pupils have EHC plans. EAL can coexist with SEND, but limited English is not itself evidence of a learning disability. Staff distinguish language acquisition from communication, cognition, sensory and other needs.

**12.3** Assessment draws on the Inclusion Team, class teachers, speech and language therapists and an appropriately skilled bilingual assessor or interpreter where needed.

**12.4** Where appropriate, the school will arrange an assessment in the child's first language.

**12.5** SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

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

## **13. Monitoring progress**

**13.1** Class teachers and the EAL lead share responsibility for reviewing curriculum progress and English-language development alongside EHC plan outcomes.

**13.2** Individual pupil profiles are updated following assessments and reviewed on a termly basis to identify and address problems.

**13.3** Pupil views inform accessible, meaningful targets. Targets take account of communication needs and are reviewed supportively.

**13.4** Progress for pupils with EAL will be tracked as a distinct group within whole-school assessment systems. Data will be reviewed termly to identify patterns, inform planning, and ensure equity in outcomes across the curriculum.

## **14. Policy review**

**14.1** This policy is reviewed every year by the teacher responsible for EAL pupils and the Headteacher.

**14.2** The next scheduled review is September 2027. The Headteacher seeks proprietor approval and reviews the policy sooner when legislation, guidance or school circumstances change.

## **Appendix A Language and learning profile**

Complete collaboratively with the pupil and family. Consider hearing, vision, communication aids, autism, learning needs, interrupted education and opportunities to use each language. Record evidence and support needed rather than a simple judgement against age expectations.

### **Pupil name and date of birth**

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### **Assessor and assessment date**

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### **Languages heard spoken understood read and written**

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### **Family language and interpreter preferences**

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### **Previous education and literacy experience**

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### **Pupil interests strengths and views**

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### **Communication methods including AAC**

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### **Listening understanding and expressive communication in each language**

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### **Reading writing and mathematical understanding with language barriers reduced**

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### **Sensory social and emotional factors affecting assessment**

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## **Family views and specialist advice**

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## **Agreed classroom strategies language targets and named leads**

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## **Review date and evidence of progress**

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## **Source references**

### **KCSIE 2026**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **SEND Code of Practice January 2015**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Independent School Standards guidance April 2026**

<https://www.gov.uk/government/publications/regulating-independent-schools>

### **Ofsted non association independent schools inspection toolkit September 2026**

<https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information>