



EAL POLICY

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We are committed to supporting pupils who speak English as an additional language so that they can access learning, communicate confidently and feel fully included in school life.

Our approach to EAL is guided by our core values:

Belong – We create a welcoming and inclusive environment where pupils' languages, cultures and identities are respected and valued.

Commit – We are committed to identifying pupils' language needs early and providing appropriate, targeted support in partnership with families and external professionals.

Thrive – By developing pupils' communication skills and confidence, we enable them to engage fully in learning, build relationships and achieve positive outcomes.

EAL support is delivered in a personalised, inclusive and strengths-based way, recognising the interaction between language development, additional needs and wellbeing.

Rationale

Turning Point Academy provides an education for all, which acknowledges, and we recognise how this can be enriched by the diversity of ethnicity, culture and language. The school is committed to making provision of teaching for pupils who have English as an additional language or are bilingual. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by direct language support from specialist teachers (EAL teachers who we may commission via Sefton Council's EAL Service), but also by a whole school approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

Aim

Pupils have full and equal access to the Curriculum, whatever their religion, ethnicity, first language, special educational needs and gender.

The aim of this policy is to set out how that access is achieved with regard to pupils for whom English is an Additional Language. The school will provide effective learning opportunities for all pupils by: setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

This policy sets out the aims and practices for the support of new arrivals / EAL pupils at Turning Point Academy. The term 'EAL' stands for English as an Additional Language. The term 'new arrivals' refers to pupils who have arrived in this country from abroad, have been in the UK for less than 5 years and have very little English on entry to Turning Point Academy.

Procedures for Newly Arrived EAL pupils

Newly Arrived EAL pupils join Turning Point Academy through transfers from other schools in a number of local authority areas; some EAL pupils are admitted mid term in national curriculum years 5 through to 11, as directed through the Local Authorities and their commissioning arrangements.

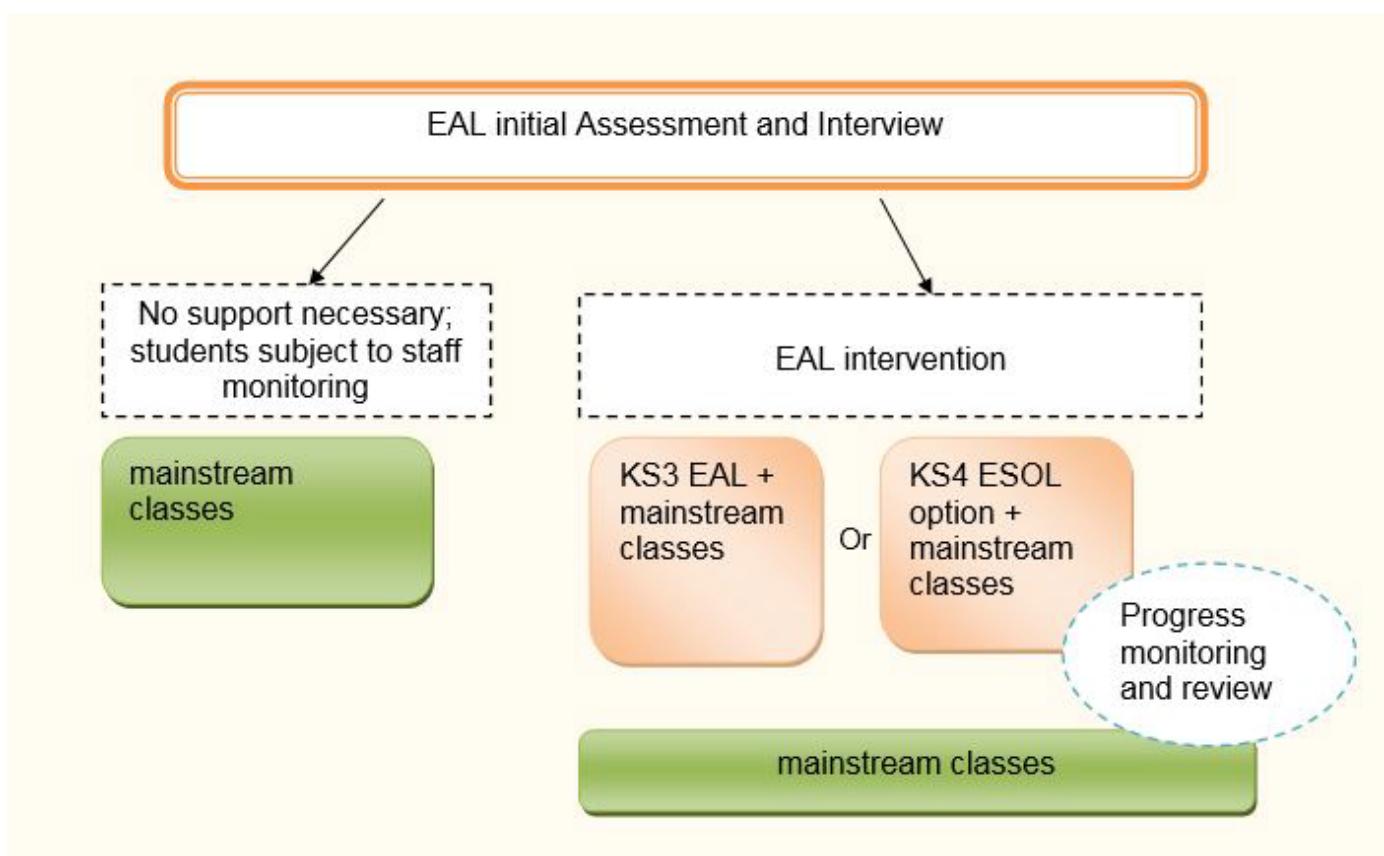
On arrival pupil's complete an interview and initial assessment which determines their needs.

EAL pupils with no English skills and / or illiterate in their native language receive structured intervention in KS2 and 3 EAL curriculum during their English and Humanities lessons (8 hours). EAL specialist teachers provide the pupils with an intensive structured programme of English literacy. For the remainder of their timetable EAL pupils join the mainstream classes. The progress of EAL pupils is closely monitored.

In KS4 pupils with limited English skills study ESOL course for 4 hours a week as one of their subjects. Edexcel ESOL (English for Speakers of Other Languages) qualifications support learners whose first language isn't English, helping them gain the communication skills needed to progress in education and transfer skills across other subjects.

EAL pupils who don't require intensive EAL intervention are subject to staff monitoring. Teaching and support staff are responsible for differentiation to meet the needs of EAL pupils and respond appropriately to their language needs.

The deputy headteacher systematically liaises with teaching and support staff to quality assure the teaching and support for EAL pupils.



Language and literacy experiences of EAL pupils

Some pupils already have good language and literacy skills in two or more languages. Some pupils are beginner illiterate EAL learners have never learnt to read or write in any language. Some pupils have missed some or all of their primary education and have not fully developed the language and literacy skills needed for secondary school. Some pupils have statements of SEN with language or literacy needs.

All of these diverse groups benefit from teaching that develops their language and literacy.

As pupils progress through the school, the language and literacy demands of the curriculum increase and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms.

Beginner EAL learners

Pupils who are new to English will be integrated into mainstream subjects from the moment they join Turning Point Academy. This strategy enables them to:

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Some of the new EAL Arrivals, especially illiterate EAL pupils are also placed in KS2/3 EAL classes and KS4 ESOL classes where they receive specialist EAL help with language acquisition. In Turning Point Academy EAL and ESOL are Curriculum subjects which cater for the needs of the EAL pupils, specifically commissioned.

EAL Teaching assistants offer additional in-class support for underachieving pupils in English and Maths classes.

Good Practice in working with bilingual and multilingual pupils:

The school recognises the following factors as being central to progress for EAL pupils:

- Recognition of the importance of home language.
- Treating racism and bullying seriously.
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include bilingual materials.
- Curriculum, which portrays positive images and role models.

Curriculum Principles:

The curriculum should reflect the ethnic and cultural diversity. Good education begins from sharing the experience that children bring to school from a variety of ethnic and cultural backgrounds.

The school's goal is to enable pupils from minority ethnic backgrounds to gain full access to the Curriculum and to develop strategies for recognising and overcoming any obstacles that prevent pupils from developing their full potential in school.

Curriculum Planning:

The needs of EAL pupils in accessing the curriculum necessitate careful planning, as does the provision of a balanced and positive multicultural education. All teachers will need to consider language demands alongside the content of the curriculum and plan how they can support EAL pupils to develop oracy and literacy appropriate to their subject.

Teachers will ensure that:

- The language and learning needs of pupils are clearly identified and provided for.
- The support requirements of pupils are identified.
- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is provided for key concepts.
- Planning includes opportunities for first language activities in the classroom.

Curriculum and Classroom Practice:

Pupils learning English as an additional language are the responsibility of all teaching and support staff.

- Teachers will have high expectations of all pupils regardless of ethnicity, gender, or social background.
- Teachers will use speaking and listening strategies to develop subject learning and to model writing for key text types within their subject.
- Teachers will develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Activities will be matched to pupils' needs and abilities and so they have a clear sense of progression.
- There is evidence of development in oral communication and literacy through:
 - *the awareness and utilisation of the children's first language expertise*
 - *provision of scaffolding/writing frames*
 - *using visual aids and story props*
- Practice and development in all 4 language skills will be encouraged through:
 - Collaborative activities that involve talk.
 - Opportunities for feedback to others.
 - Models produced by peers to show what can be achieved.
 - Classroom organisation and groupings will encourage and support active participation by:

- Grouping and regrouping pupils for connected activities in order to develop language skills.
- 'Supportive experts' in each group ie. good readers and writers.
- Using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age).
- Displays in the classroom and around the school will reflect linguistic and cultural diversity.
- Assessment methods will allow pupils to show what they can do in all curriculum areas.
- Bilingual dictionaries are available, and bilingual pupils will be encouraged to use them.
- Dual language textbooks are available and in use where appropriate.
- Access to meaning will be provided by presenting and introducing lessons or topics with visual support:
- pictures
- objects
- videos
- maps
- posters
- use of Information and Communication Technology (ICT).

EAL Pupils and Special Educational Needs:

A child has special educational needs if she/he has a learning difficulty. A child **must not** be regarded as having a learning difficulty, Special Educational Needs (SEN), solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs may include a proportion of EAL pupils, and other pupils from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils.

If appropriate, the school will arrange an assessment in the child's first language.

The nature of support for EAL pupils with SEN will be decided on an individual basis through consultation with relevant services. Provision of support will be jointly reviewed regularly. This support will take account of the child's needs as an EAL student.

The school will make sure that home language does not prevent the parents/guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

Liaison with Parents

As with all children, it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communications is the key for parents of EAL pupils. This is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Providing interpreters when and where they are needed, particularly in parents evenings and parents meetings with teachers and support staff.
- Reading through letters (where appropriate) with children before they are taken home.
- Provision of translations of school documents in community languages, where appropriate.
- School website being translated into five most common foreign languages in school.
- Encouraging parental attendance at parents' evenings and participation in other school functions (coffee morning , celebration evenings, cultural events etc)

Assessment and Target Setting

The progress of EAL pupils is monitored by individual teachers in their subject trackers. The deputy headteacher also monitors and tracks the progress of EAL pupils on a regular basis to implement strategies and interventions that will improve the progress of EAL pupils.

Newly arrived EAL pupils' register and provision map is regularly updated with relevant information and regular assessment tasks will indicate children's progress. This register also informs curriculum planning.