Progress Schools

EAL Policy Statement

2025/2026

Policy Issues and Updates

Pages	Issue No.	Date
Whole document – new school	1	December 2022
Whole document – annual review	2	August 2022
Whole document – annual review	3	August 2023
Whole document – annual review	4	August 2024
Whole document – annual review	5	June 2025

The following policy has been approved by the Managing Director and Senior Leadership Team.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Managing Director: July 2025

Board signatory:

Planned review: August 2026

1. Policy Overview

1.1 A small but increasing number of students have English as an additional language (EAL). We recognise that linguistic and cultural diversity enrich our schools and that a child's achievement is linked to a welcoming environment in which they feel valued and confident. Building on each child's knowledge and understanding of other cultures and languages will support EAL learners in becoming confident speakers, readers, and writers of English in all areas of the curriculum.

- All students learning English as an additional language are entitled to access the curriculum. English is best learned through the curriculum and students are encouraged to engage in class activities from the onset
- Spoken language is central to progress in all areas of the curriculum
- All colleagues are responsible for building strategies into their planning to support the language development of all EAL students and to structure teaching appropriately
- EAL is not confused with SEN
- Students are likely to need subject specific language support after they have become reasonably fluent in social forms of English

1.2 We firmly believe that language learning is most successful, for both first and EAL speakers where:

- staff and students value and make use of the cultural and linguistic diversity within the school community
- the informed contribution of parents to their child's education is seen as vital to the students' progress.

2. Statement of aims for students with EAL

2.1 We are committed, within available resources:

- to making appropriate provision of teaching and resources for students for whom English is an additional language
- to raising the achievement of minority ethnic students who are at risk of underachievement

2.2 We will identify individual students' needs; recognise the qualities they bring to our school and ensure equality of access to a quality curriculum.

2.3 We aim to ensure that all EAL students can:

- use English confidently

- use English as a means of learning across the curriculum

- make use of their knowledge of other languages

3. Home – school links

3.1 We firmly believe that language learning is most successful, for both first and EAL speakers where the informed contribution of parents to their child's education is seen as vital to each child's progress.

3.2 Positive home/school links are very important. Parents/carers need to understand the English educational system and must be encouraged to work closely with the school. Families need to feel confident in approaching the school and interpreters are used when appropriate when completing admission forms, attending parent/carer consultation meetings etc.

3.3 We provide a welcoming admission process for the induction, assessment and support of new arrival students and their families.

3.4 We aim to ensure that our written and spoken communication with families and the community is effective using plain English and translators and interpreters, if appropriate and available.

4. Integration into our school

4.1 All new students and families are welcomed into our school.

4.2 Staff and students value and make use of the cultural and linguistic diversity within the school and local community.

4.3 We offer the following to all EAL students:

- Effective models of spoken and written English.

- Focussed non-threatening speaking and listening opportunities are offered as part of our planned language development programmes
- Students in the early stages of learning English who are literate are encouraged to record work in their home language

All relevant staff are aware of the language needs of all EAL students.

5. Teaching and learning. Planning and differentiation

5.1   We provide differentiated opportunities matched to individual EAL child's needs.

5.2   The key language features of language, which are necessary for effective participation, are identified. These might be key words, grammar patterns, uses of language or genre of text.

6. Literacy and numeracy

6.1   Learning activities are carefully structured and focused to take account of range of purposes and audiences. All lessons have clear learning objectives, and we endeavour, within available resources, to deploy appropriate staff and resources to ensure that all students can participate fully. Grouping and setting arrangements are regularly reviewed to ensure that EAL learners have access to strong English peer role models.

6.2   Strategies Used

- Collaborative group work
- Enhanced speaking and listening opportunities
- Effective role models for speaking, listening, reading, and writing
- Additional verbal support: e.g., repetition, alternative phrasing, peer support etc.
- Additional visual support e.g., posters, pictures, labels, non-verbal clues etc.
- Bilingual resources e.g., dictionaries, texts, word lists etc.
- Writing frames and directed activities relating to texts
- Opportunities for drama and role play

- Regular feedback from staff
- A focus upon the cultural imperatives explicit or implicit in texts
- Progressing learning from the concrete to the abstract
- Further support for language development e.g., through extended learning opportunities etc.

7. EAL and SEND (special educational needs and/or disabilities)

7.1 Most EAL students requiring additional support do not have SEND. However, if SEND is identified during assessment, then EAL students will have equal access to school provision.

8. Assessment and record keeping

8.1 The progress of all students is carefully tracked and recorded.

8.2 All students have access to assessments, making full use of special arrangements including first language assessment/support where appropriate

8.3 Assessment methodologies are checked for cultural bias

8.4 We analyse EAL achievement and regularly evaluate the effectiveness of additional support

9. Assessment and record keeping

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10. Assessment and record keeping

10.1   All staff are aware that bilingual students may have a competence in their first language, which equals, or surpasses, their competence in English. They acknowledge that an individual child's mature, and high-level understanding of his or her first language is of great benefit in his or her learning of English as an Additional Language. All teachers accept that the maintenance of the first language is a powerful tool in developing a child's conceptual learning through the medium of English. All staff are considered to be teachers of English as an Additional Language.

10.2   The child's class teacher records progress made and completed and reviews IEDPs

10.3   EAL students are supported within available resources by a team of mentors

10.4   The work undertaken by the mentor may be individual, group or within a whole class setting.

10.5   The mentor supports, through the first language, the students' initial learning of English.

11. Resources

11.1   A range of resources are used to support student's linguistic development: games, key word lists, bilingual dictionaries etc.

11.2 Displays and resources reflect linguistic and cultural diversity.

12. Success criteria

- Students are happy and confident.

- They make good progress towards being confident English speakers.

- Staff are increasingly confident in meeting the needs of EAL students.

- Parents/carers are comfortable in approaching our school and in supporting their child's learning.

All staff are responsible for implementing this policy.