



English as an Additional Language Policy (EAL)

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Introduction

This policy sets out the school's approach to identifying and meeting the needs of learners who have English as an additional language (EAL), including communication with their parents and carers. It takes account of The Bell Foundation's EAL Assessment Framework and guidance on identifying and supporting learners who may also have special educational needs and disabilities (SEND). ([The-Bell-Foundation EAL-SEND.pdf](#) 2024)

Definition

EAL applies to a learner whose first language is not English. This includes learners who are fully bilingual and those at any stage of acquiring English.

Having English as an additional language is not, in itself, a special educational need. Where a learner's progress causes concern, the school will carefully distinguish between needs arising from language acquisition and an underlying SEND by considering the learner's proficiency in English, development in their home language, previous educational experience and performance across different areas of learning.

EAL learners may be:

- Newly arrived from a foreign country and school.
- Newly arrived from a foreign country, but an English-speaking school.
- Born abroad but moved to the UK at some point before starting school.
- Born in the UK, but in a family where the main language is not English.
- Seeking asylum or have refugee status.

EAL learners will need varying levels of provision so that they can access all aspects of the curriculum.

We believe that:

- EAL learners develop spoken and written English through access to an ambitious, broad and rich curriculum, supported by planned language teaching and adaptive teaching.
- The school environment promotes language development through high-quality talk, reading, writing, technology and visual prompts.
- EAL learners make the best progress within a whole school context, where learners are educated with their peers.
- The school structure, pastoral care, and overall ethos help EAL learners integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life-enriching asset.
- Parents and prospective parents will be provided with details of the school's EAL provision. Translated information and professional interpretation will be arranged where appropriate and practicable.

Identification and Assessment

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each learner.

We will assess each learner's proficiency in English through:

- Information from the learner's EHCP, where applicable.
- Information from parents and carers, including the learner's home language and previous educational experience.
- Initial assessments and observations across speaking, listening, reading and writing.
- Information and records from the learner's previous school or education setting.
- The learner's literacy and communication in their home language, where this information is available.
- The learner's age, length of time in the United Kingdom, subject knowledge and any previous or interrupted schooling.

Assessment is undertaken in partnership with the class teacher, SENDCo, parents or carers and the learner.

Information about a learner's first language will be obtained from the parent, carer or learner and will not be assumed by the school.

Assessment will recognise that a learner's subject knowledge and cognitive skills may be more advanced than their ability to demonstrate them in English.

Termly assessments of English language acquisition will be used to set challenging, bespoke targets and plan appropriate support. Interventions will be personalised, time limited and monitored for impact. The school will assess proficiency using The Bell Foundation's EAL Assessment Framework and its five proficiency bands, A–E. These bands are consistent with the proficiency levels formerly collected by the Department for Education and are used for formative assessment, target-setting and planning. The code N may be used temporarily where proficiency has not yet been assessed:

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early Acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing Competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a learner who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed: This may be used temporarily where the school has not yet had sufficient time or information to assess the learner's proficiency.

On Arrival at School

At the initial meeting or visit, the Principal or SENDCo will attend and a professional interpreter will be arranged where needed. Families will be offered support in relation to school uniform where required. All EAL learners will receive the following, where appropriate:

- A welcome pack containing key school and local service information in an accessible format, translated where appropriate and practicable.
- An induction programme to include:

- A learning buddy for the learner.
- A tour of the school.
- Dual-language signs or visual prompts, where appropriate and practicable.
- An EAL support plan, where appropriate, created with the learner and their parents or carers.
- A baseline assessment of proficiency in English and curriculum access needs.

With the agreement of the learner and their family, the class will be prepared for the learner's arrival and may learn greetings in the learner's home language. Confidential personal information, including asylum or refugee status, will not be shared without a lawful and safeguarding-based reason.

Provision

Learning support includes adaptive curriculum planning and resources that enable learners to access an ambitious curriculum and make progress. High expectations will be maintained. Teaching will include structured opportunities for talk, clear modelling and scaffolding, explicit teaching of subject-specific vocabulary, repetition and retrieval, visual resources, and purposeful use of the learner's home language where this supports learning. Systematic synthetic phonics will be provided where assessment shows that it is required.

School resources, including books and equipment, will reflect cultural diversity and, where appropriate and practicable, include materials in learners' home languages.

Teachers are responsible for ensuring that EAL learners can participate fully in lessons and will use the guidance provided in the document 'Supporting learners with acquiring English'.

Monitoring and Recording

It is the responsibility of the class teacher, with support from the SENDCo, to maintain up-to-date records for EAL learners in their class. The SENDCo will oversee baseline assessment, maintain the EAL register and coordinate the review of proficiency, targets and support. The Principal will ensure that staff receive appropriate guidance and training and will monitor the quality and impact of provision. Relevant EAL information will be shared securely when a learner transfers to another education setting.

Learners who are Looked After

Unaccompanied Asylum-Seeking Learners (UASC) and learners from asylum-seeking or refugee families who are looked after will be identified by the designated teacher for looked after learners. The designated teacher will work with the SENDCo and relevant agencies to ensure that provision reflects the learner's linguistic and cultural diversity and any additional challenges they may have experienced. The school will identify and appropriately deploy any available funding and external support to meet these needs.

Communication

Teachers will meet with parents and carers through the school's normal reporting cycle, and more frequently where required, to discuss progress, the strategies in place and how learning can be supported at home. A professional interpreter will be used where confidential information is discussed, including at multi-agency meetings, and translated information will be provided where appropriate. Children, siblings or other learners will not routinely be used to interpret confidential or safeguarding information.

Resources

The NALDIC website <https://naldic.org.uk/>

The Bell Foundation website <https://www.bell-foundation.org.uk/>

Links With Other Documentation

This policy links closely with the following:

- Special Educational Needs and Disabilities (SEND) Policy
- Equity, Diversity and Inclusivity Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- Assessment Policy
- Admissions Policy
- Looked After Children Policy