

Policy Name	EAL (English as Additional Language)
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1. Introduction	
<p>Within New Avenue School, the designation of 'English as an Additional Language' (EAL) encompasses students whose primary language spoken at home differs from English.</p> <p>EAL students encounter diverse challenges throughout their academic journey. Proficiency in English varies among them, with many encountering obstacles in learning, accessing the curriculum, and realising their full capabilities. EAL students navigate learning in a language that may not be their first, often hailing from distinct cultural backgrounds and contending with unique expectations regarding language, education, and academia compared to their peers.</p> <p>Research indicates that individuals newly exposed to English typically gain conversational proficiency within two years but require five years or more to master academic English.</p> <p>This policy aims to ensure equitable opportunities for all EAL students within the school to maximise their potential. Furthermore, it recognises that those with additional needs may face even longer periods of adjustment, with potentially more barriers to overcome.</p>	
2. Legislation and Guidance	
<p>This policy has been written with regards to the following legislation and statutory guidance:</p> <ul style="list-style-type: none"> • Equality Act 2010 – This places a legal duty on schools to eliminate discrimination, advance equality of opportunity and foster good relations between individuals, ensuring students with EAL have equal access to educational opportunities. • Education Act 2002 – This requires schools to promote the welfare and development of all pupils, including those for whom English is an additional language. • Children and Families Act 2014 – This outlines the responsibilities of schools to identify and support children with special educational needs and/or disabilities (SEND), which may include students with EAL if additional learning needs are present. 	

- **SEND Code of Practice (2015)** – This provides statutory guidance for schools on identifying and supporting children and young people with SEND, ensuring language barriers are not misinterpreted as special educational needs.
- **Independent School Standards (ISS) Regulations 2014** – These set out the minimum requirements for the quality of education, welfare, and safeguarding in independent schools, including how the needs of EAL pupils should be met.
- **Keeping Children Safe in Education (KCSIE) 2024** – This statutory guidance outlines the responsibilities of schools to safeguard and promote the welfare of all pupils, with particular attention to the vulnerabilities of EAL pupils, who may face additional barriers to disclosing concerns or accessing help.

3. Aims

Our aims are to:

- Embrace the cultural, linguistic, and educational contributions of students with EAL to our school community.
- Implement supportive measures tailored to the needs of students with EAL and other needs.
- Foster confidence and equipping students with the linguistic proficiency necessary to unlock their academic potential fully.

To achieve these aims, our strategic plan is to ensure we are...

- Creating an inclusive environment that warmly welcomes newly arrived students with EAL.
- Conducting thorough assessments to understand the unique skills and requirements of students with EAL.
- Collating accurate information about the backgrounds, cultures, and abilities of our students.
- Providing our educators and support staff with the requisite skills, resources, and knowledge to effectively assist students with EAL and/or associated needs.
- Leveraging all available resources to elevate the academic performance of students with EAL.
- Implementing a systematic approach to monitor student progress and adapt our policies and procedures accordingly.
- Ensuring that all languages, cultures, and identities represented among our student body are valued and integrated into classroom and school-wide practices.
- Maximising opportunities for students to observe fluent English usage.
- Recognising and celebrating the linguistic abilities of students in their native languages.

4. Roles and Responsibilities

The headteacher will...

- Co-ordinate the efficient timetabling of students with EAL.
- Oversee the assessment and targeting of children with EAL.
- Ensure the procurement and appropriate use of resources to support students with EAL.
- Aid staff in effective communication with parents and finding translators where appropriate.
- Explore various possibilities to ensure important information is shared with parents.

The SENCO, also the EAL co-ordinator, will be responsible for...

- The induction of newly arrived students.
- Conducting initial assessments of students with EAL.
- Leading on targeted intervention sessions for students with EAL.
- Providing classroom support.
- Liaising with teaching staff.
- Advising on strategies to support and include students with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for students with EAL.
- Encouraging and supporting students to maintain and develop their first language.
- Facilitating students' use of first language national examinations.
- Developing relationships between the school and parents/carers of students with EAL.
- Securing and providing training to ensure staff development, including INSET courses.
- Acting as consultants to staff on language-related issues.
- Acting as consultants to staff on equal opportunity and race equality issues.

Safeguarding and EAL

All staff at New Avenue have a duty to safeguard and promote the welfare of EAL students, ensuring they are supported in-line with the **Safeguarding and Child Protection Policy**. Due to language barriers and cultural differences, EAL students may face additional challenges in reporting safeguarding concerns. Therefore, staff should:

- Be alerted to safeguarding risks, including potential barriers to disclosure.
- Ensure that important safeguarding information is communicated in a language accessible to the student and their family.
- Use professional interpreters when needed—never peers or family members—for safeguarding-related conversations.
- Report any safeguarding concerns **immediately** to the **Designated Safeguarding Lead (DSL)**, following the school's safeguarding procedures.

In terms of communication, the SENCO will meet with parents/carers on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children. Where confidential information is being discussed a professional interpreter will be used. This will also apply to multi-agency meetings.

5. Identification and Assessment

Effective identification and assessment of EAL (English as an Additional Language) students are crucial to ensure they receive the appropriate support to succeed academically and socially. At New Avenue School, we follow a systematic approach to identify and assess the needs of EAL students:

Initial Identification

- **Home Language Survey:** Administer a home language survey to all new students during the admission process to identify those who speak a language other than English at home.
- **Parent/Carer Interviews:** Conduct interviews with parents or carers to gather detailed information about the student's linguistic background, prior educational experiences, and any specific needs or concerns.

Baseline Assessment

- **Initial Language Assessment:** Carry out an initial language assessment using standardised tools to determine the student's proficiency in listening, speaking, reading, and writing in English.
- **Academic Performance Review:** Review previous academic records and performance to understand the student's educational history and identify any potential learning gaps.

Safeguarding Considerations During Identification and Assessment

During the assessment of EAL students, staff should remain mindful that:

- Some students may have **experienced trauma**, including displacement, separation from family, or other vulnerabilities.
- Cultural norms regarding authority and trust may affect a student's willingness to disclose concerns.
- EAL students should have access to safeguarding information in their **first language**, where appropriate.
- Any safeguarding concerns identified during the assessment process should be escalated **without delay** to the DSL.

Ongoing Assessment

- **Formative Assessments:** Implement regular formative assessments to monitor the student's progress in acquiring English language skills and adapting to the curriculum.
- **Summative Assessments:** Use summative assessments at the end of each term to evaluate the overall progress and attainment of EAL students.

Individual Learning Plans and Target Interventions

- **Personalised Support Plans:** Develop Individual Learning Plans/targeted interventions for each EAL student, outlining specific goals, support strategies, and timelines for achieving language proficiency and academic success.

- **Review Meetings:** Schedule regular review meetings with teachers, parents/carers, and the SENCO to discuss the student's progress, adjust the ILP as needed, and ensure ongoing support.

Collaboration with External Agencies

- **External Support:** Collaborate with external agencies and language specialists to provide additional resources and support for EAL students with more complex needs.
- **Community Resources:** Utilise community resources, such as local language support centres and cultural organisations, to enhance the support provided to EAL students and their families.

Parent/Carer Involvement

- **Regular Communication:** Maintain regular communication with parents/carers about their child's progress and involve them in the development and review of the ILP.
- **Workshops and Training:** Organise workshops and training sessions for parents/carers to help them support their child's language development and learning at home.

6. Monitoring and Evaluation

The effectiveness of this policy will be monitored by the headteacher and governing board.

This policy will be reviewed every year but can be revised as needed.

Updates

Dates	Comments
07/03/25	Legislation and Guidance section added.
07/03/25	Roles and Responsibilities updated.
07/03/25	Identification and Assessment updated.