English as an Additional Language (EAL) Policy

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Contributors	Rob Arrowsmith		
Mandatory Policy	No		
Note	This policy must not be amended without prior approval of the Education Director		

Table of Contents

Section	
1	**Supporting Documents**
2	**Introduction**
3	**Aim & Scope**
4	**Abbreviations/Definitions**
5	**Policy Content**
6	**Responsibilities**
7	**Training Requirements**
8	**Equality Impact Statement**
9	**Sources of Information / References**
10	**Version Control (where else is this policy located, ie. Circle, Nourish, Radar)**
11	**Appendices**

1. Supporting Documents

This policy connects to the SEND policy (EDU.POL.022), the Curriculum, SMSC and Fundamental British Values policy (EDU.POL.008), the Admissions policy (EDU.POL.002) and the Safeguarding Children in Education policy (EDE.POL.002).

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Acorns School we welcome pupils whose first language is not English and we are committed to helping them take a take a full and active part in school life. Learning English and learning across the curriculum happen together, and we make sure that having English as an additional language is never treated as a barrier to ambition or wrongly confused with a special educational need. This policy sets out how we identify, support and monitor pupils with EAL, and the standards we hold ourselves to.

3. Aim & Scope

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This policy applies to all staff, pupils, parents and carers at Acorns School. It aims to:

- Identify and assess each pupil's proficiency in English separately from any assessment of special educational needs.
- Help pupils with EAL access the full curriculum and make good progress
- Welcome and induct new arrivals well.
- Work in partnership with families, including where English is an additional language at home.
- We act promptly where progress indicates that additional language support may be required.

4. Abbreviations and Definitions

- English as an additional language (EAL). A pupil whose first language is not English. Having EAL is not a special educational need.
- Proficiency in English. A pupil's stage of fluency in English, which the school assesses to plan the right support.
- New arrival. A pupil who has recently joined the school or the country and is at an early stage of learning English.

5. Policy Content

5.1 Principles and Approach

- EAL is not SEN. We assess language need and special educational need separately. High expectations. We hold the same ambition for pupils with EAL as for every other pupil.
- Access, not separation. We help pupils access the mainstream curriculum rather than removing them from it.
- Partnership. We work with families and value the languages and cultures pupils bring.
- The pupil at the centre. We listen to pupils and build support around their strengths and needs.

5.2 EAL Provision in Practice

Identifying and assessing language need

When a pupil joins, we find out their first language and languages spoken at home, and we assess their proficiency in English. We keep this assessment separate from any assessment of SEND so that a pupil is not wrongly identified as having a special educational need because they are still learning English.

Supporting access to the curriculum

We support pupils with EAL to access the full curriculum through clear and adapted language, visual support, modelling, pre-teaching of key vocabulary and, where helpful, the use of the pupil's first language and bilingual resources. The aim is always access to learning alongside peers.

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New arrivals

We welcome and induct new arrivals carefully, pairing them with peers where appropriate, explaining routines clearly, and giving them time to settle while they build confidence in English.

Where a pupil has both EAL and SEND

Some pupils have both EAL and a special educational need. In these cases we plan for each separately and together, working with the SENCo, and we read this policy alongside the SEND policy (EDU.POL.022).

Monitoring progress

We monitor the progress of pupils with EAL in English and across the curriculum, and we act promptly where progress is not strong enough.

5.3 Recording, Monitoring and Reporting

Pupils' first language, proficiency in English and progress are recorded on Arbor and kept up to date. Leaders monitor the progress of pupils with EAL alongside other groups and report to the proprietor and governors at least termly.

5.4 Equality and Inclusion

At Acorns School, this policy is applied fairly and without discrimination, in line with the Equality Act 2010. We monitor the impact of this policy on pupils with protected characteristics and adapt our practice to remove disadvantage. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher.

6. Responsibilities

6.1 Pupils

Pupils are supported to take part fully and to use both their first language and English as they learn.

6.2 Staff

Staff plan and adapt their teaching so pupils with EAL can access the curriculum, and they monitor and support each pupil's progress in English.

6.3 Leadership

Leadership at Acorns School makes sure this policy is implemented, that staff are trained, and that provision for pupils with EAL is monitored and improved.

6.4 Governance

The proprietor and governors provide oversight of provision for pupils with EAL and assurance that outcomes for pupils with EAL are monitored, evaluated and reviewed alongside those of all other pupil groups.

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6.5 Parents and carers

Parents and carers share information about their child's languages and needs and are supported to take part, with interpretation or translation where needed.

6.6 Named leads

Acorns School Marple

The lead for EAL at Acorns School is Kerry Bernard, SENCO.

Acorns School Ashley

The lead for EAL at Acorns Ashley School is Sarah Booth SENDCO.

7. Training Requirements

Supporting pupils with EAL is covered in staff induction at Acorns School and refreshed as needed, including practical strategies for adapting teaching.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

There is no single piece of legislation dedicated to EAL. This policy reflects the duties and guidance that apply, including:

- The Equality Act 2010, including the duty not to discriminate and to make education accessible to all.
- The Education (Independent School Standards) Regulations 2014, which require a curriculum that gives all pupils experience in the required areas and the chance to acquire skills and fulfil their potential.
- The SEND Code of Practice: 0 to 25 years (2015), which is clear that difficulties related to learning English as an additional language are not in themselves a special educational need.
- Keeping Children Safe in Education, on the safeguarding of all pupils, including those new to English and to the country. Where language barriers exist, the school will ensure safeguarding information, complaints procedures and key communications are accessible through translation, interpretation or other support.

10. Version Control

This document can also be found in Radar.

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This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The named owner for review at Acorns School is the headteacher.

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11 Appendix A: School-Specific Annex

At Acorns School Marple, the following local arrangements apply:

- Our named EAL lead is Kerry Bernard, SENCO – Kerry.bernard@keyseducation.ac.uk
- the assessment package used to measure proficiency in English is used to support pupils with EAL to ensure the appropriate support can be provided. Where appropriate SaLT input will also be utilized.
- interpretation and translation arrangements for families are arranged as neccessary
- For any specialist support the school draws on Stockport Ethnic Diversity Service
- eds.admin@stockport.gov.uk
- https://www.stockport.gov.uk/directories/entry/ethnic-diversity-service

At Acorns School Ashley, the following local arrangements apply:

- Our named EAL lead, with contact details: Sarah Booth – SENDCO – sarah.booth@keyseducation.ac.uk
- The assessment used to measure proficiency in English: At present we do not have any pupils with EAL. If we were to do so we would seek support from the clinical team. They would be able to suggest the most effective proficiency assessment.
- interpretation and translation arrangements for families: Keys services
- local community languages and any specialist support the school draws on: At present there are no pupils with EAL. As our pupils do not come from the local area this does not impact us at present.

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