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		

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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 The Acres, 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 The Acres. 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 The Acres, 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 The Acres 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.

The lead for EAL at The Acres is Terry Marriott, Assistant Headteacher.

7. Training Requirements

Supporting pupils with EAL is covered in staff induction at The Acres 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. This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The named owner for review at The Acres is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Annex

At The Acres, the following local arrangements apply:

- The named EAL lead, with contact details:
  ➔ Terry Marriott – Assistant Headteacher for Curriculum, teaching and learning. Email: terry.marriott@keyseducation.ac.uk

- The assessment used to measure proficiency in English:
  ➔ The Bell Foundation - EAL Assessment Framework - The Bell Foundation

- Interpretation and translation arrangements for families:
  ➔ The school is committed to ensuring that all parents, carers, and families can access information and engage fully with school life. Where English is not a family's first language, Acres will make reasonable efforts to prove interpretation and translation support.

  This may include, but not limited to:

1. Translation of key school documents and communications
2. Access to professional interpreters for meetings, reviews and important discussions such as Local Authority.
3. Support from bilingual staff members, where available and suitable
4. Ensuring that families understand safeguarding, attendance, behaviour, and educational information.

- Local community languages and any specialist support the school draws on:

1. Local authority interpretation and translation services.
2. Specialist English as an Additional Language (EAL) support services.
3. Community language speakers and approved bilingual professionals.
4. Educational psychologists, speech and language therapists, and other specialists where language needs impact access to learning.
5. Partnerships with external agencies and community organisations that support families with language and communication needs.

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