

**Polisi Saesneg neu Chymraeg fel Iaith
Ychwanegol**

**English or Welsh as an Additional Language
(EAL/WAL) Policy**

September 2026

Policy Issued: September 2026

Policy History		
Policy Date	Summary of Change	Review Date
07.09.2024	None – Initial Version	01.09.2027

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Reviewed: Kevin Gallagher (Proprietor)

Policy Statement

Amberleigh Therapeutic School is committed to ensuring that all pupils who speak English or Welsh as an Additional Language receive the support necessary to access learning, participate fully in school life and achieve their potential. The school recognises and values linguistic and cultural diversity and is committed to promoting equality, inclusion and high expectations for all learners.

This policy is informed by:

- The Equality Act 2010.
- The Curriculum for Wales.
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- The Additional Learning Needs Code for Wales 2021.
- The Independent School Standards (Wales) Regulations 2024.
- Welsh Government guidance relating to multilingual learners and inclusive education. [legislation.gov.uk], [gov.wales], [gov.wales]

Aims

The aims of this policy are to:

- Ensure that pupils learning English and/or Welsh as an additional language are able to access all areas of the curriculum.
- Promote equality of opportunity and inclusion.
- Value and celebrate pupils' home languages, cultures and identities.
- Remove barriers that may prevent pupils from participating fully in learning and school life.
- Ensure that language acquisition needs are not mistakenly identified as Additional Learning Needs (ALN).
- Support pupils to develop confidence, communication skills and independence.
- Work collaboratively with families, carers, social workers and external professionals to support pupils' language development.
- Monitor progress and provide targeted support where necessary.

Definition

A pupil is considered to have English or Welsh as an Additional Language when one or more languages other than English or Welsh are spoken at home and the pupil is in the process of acquiring proficiency in English and/or Welsh.

The school recognises that multilingualism is an asset and that speaking English or Welsh as an additional language is not, in itself, an Additional Learning Need.

Difficulties arising solely from limited proficiency in English or Welsh must not be regarded as ALN. [gov.wales], [senedd.wales]

Principles

Amberleigh Therapeutic School believes that:

- Every learner has the right to access a broad and balanced curriculum.
- Language development is the responsibility of all staff.
- Pupils learn language most effectively through meaningful participation in learning and positive relationships.
- Home languages should be respected and valued.
- Pupil wellbeing, belonging and engagement are essential for successful language acquisition.
- High aspirations should be maintained for all learners regardless of linguistic background.

Identification and Assessment

Upon admission, information will be gathered regarding:

- Languages spoken at home.
- Previous educational experiences.
- Literacy and communication skills.
- Previous support received.
- Cultural and linguistic background.

Assessment may include:

- Reading assessments.
- Writing assessments.
- Communication and language screening.

- Teacher observations.
- Information from previous schools and professionals.

Staff will consider whether difficulties are due to language acquisition, interrupted education, trauma, social and emotional factors, or an identified additional learning need.

Where concerns remain, advice may be sought from specialist services or external professionals.

Roles and Responsibilities

Headteacher

The Headteacher will:

- Ensure the effective implementation of this policy.
- Promote inclusive practice throughout the school.
- Monitor the progress and wellbeing of multilingual learners.
- Ensure staff receive appropriate training.

ALNCo

The ALNCo will:

- Support staff in identifying and assessing language needs.
- Monitor pupils who require additional language support.
- Ensure language needs are considered when developing IDPs, EHCPs and Pupil Passports where appropriate.
- Liaise with external professionals and agencies.
- Support staff with strategies and resources.

Teachers and Support Staff

All staff will:

- Create inclusive learning environments.
- Adapt teaching to meet language needs.
- Use a range of visual, practical and communication-based approaches.
- Monitor progress and participation.
- Promote confidence and inclusion.

- Value pupils' cultural and linguistic backgrounds.

Classroom Support Strategies

Staff may use:

- Visual timetables and visual supports.
- Simplified and differentiated language.
- Modelling and demonstration.
- Practical and experiential learning activities.
- Pre-teaching of key vocabulary.
- Word banks and communication aids.
- Peer support opportunities.
- Repetition and reinforcement of key concepts.
- Alternative methods of recording learning.
- Access to translation support where appropriate.

Support will be tailored to individual need and regularly reviewed.

Wellbeing and Inclusion

Amberleigh Therapeutic School recognises that pupils learning English or Welsh as an additional language may experience anxiety, social isolation, interrupted education or trauma-related barriers to learning.

The school will:

- Promote a sense of belonging.
- Encourage participation in all aspects of school life.
- Support emotional wellbeing through therapeutic approaches.
- Celebrate cultural diversity and multilingualism.
- Challenge discrimination, prejudice and bullying.

Any safeguarding concerns will be managed in line with the school's Safeguarding and Child Protection Policy. [\[senedd.wales\]](https://www.senedd.wales), [\[gov.wales\]](https://www.gov.wales)

Partnership Working

The school will work in partnership with:

- Parents and carers.

- Social workers.
- Residential care staff.
- Local Authorities.
- Health professionals.
- Therapists.
- Language and communication specialists where required.

Parents and carers will be encouraged to share information about language use, culture and educational experiences to support effective planning.

Monitoring Progress

The progress of pupils learning English or Welsh as an additional language will be monitored through:

- Classroom observations.
- Assessment data.
- Pupil voice.
- Attendance and engagement records.
- RARPA targets where appropriate.
- Review meetings.
- Reports from teachers and support staff.

Interventions and support strategies will be reviewed regularly to ensure they remain effective.

Training and Professional Development

Amberleigh Therapeutic School will provide training and guidance to ensure staff understand:

- Effective support for multilingual learners.
- Inclusive teaching strategies.
- Cultural awareness.
- Language acquisition processes.
- The distinction between language acquisition needs and ALN.

Professional development will form part of the school's ongoing quality assurance and improvement processes.

Monitoring and Review

The Headteacher, ALNCo and Senior Leadership Team will monitor the implementation and effectiveness of this policy through:

- Pupil progress data.
- Lesson observations.
- Staff feedback.
- Pupil voice.
- Parent and carer feedback.
- School improvement processes.

This policy will be reviewed annually or sooner in response to changes in legislation, Welsh Government guidance or school practice.

Compliance Statement

Amberleigh Therapeutic School will implement this policy in accordance with:

- Equality Act 2010.
- Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- Additional Learning Needs Code for Wales 2021.
- Curriculum for Wales.
- Independent School Standards (Wales) Regulations 2024.
- Welsh Government guidance on multilingual learners and inclusive education.
[\[legislation.gov.uk\]](https://legislation.gov.uk), [\[gov.wales\]](https://gov.wales), [\[gov.wales\]](https://gov.wales)

Commitment

Amberleigh Therapeutic School recognises multilingualism as a strength and is committed to ensuring that pupils learning English or Welsh as an additional language receive the support, encouragement and opportunities necessary to participate fully in education, develop confidence and achieve their full potential.