Amberleigh Care

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Opportunities, Aspirations, Knowledge, Success

# English as an Additional Language (EAL) Policy

**September 2026**

# English as an Additional Language Policy

## Contents


1. **Introduction**
2. **Aims and objectives**
3. **School Strategy**
4. **Assessment**
5. **Access and support**
6. **Responsibilities**
7. **Monitoring and Review**


September 2026

## 1. Introduction

The term EAL is used when referring to students where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible standards.

## 2. Aims and Objectives

The aim of this policy is to ensure that we meet the full range of needs of those young people who are learning English as an additional language. We aim to:

- Welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School.
- Help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- Encourage and enable parental support in improving students attainment
- Be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School
- Monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning
- Maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

## 3. School Strategy

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognition of the young person's mother tongue; boosting the young person's self-esteem. Remember, he has the potential to become a bi-lingual adult
- Identify the student's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another
- Recognise that students with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate. Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow students to use their mother tongue to explore concepts
- Give newly arrived students time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group young people to ensure that EAL students hear good models of English
- Use collaborative learning techniques

- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing
- Provide continuing professional development (CPD) to staff where required and appropriate.

## 4. Assessment

- School Registration form identifies students where English is their second language
- We carry out on-going recording of attainment and progress in line with agreed school procedures.

## 5. Access and support

All students will follow the full school curriculum. The school will provide texts and resources that suit the students' ages and levels of learning

Where appropriate, EAL students will be supported one-to-one when necessary in the classroom to enable the student to complete tasks with understanding.

## 6. Responsibilities

*Head Teacher/SENCO ensures that:*

All involved in teaching EAL learners liaise regularly

Parents and staff are aware of the school's policy on pupils with EAL

Relevant information on students with EAL reaches all staff

Training in planning, teaching and assessing of EAL learners is available to staff

Targets for students learning EAL are set and met

The effectiveness of the teaching of students with EAL is monitored and assessed regularly

Oversee initial assessment of students' standard of English as necessary

Give guidance and support to set targets and plan appropriate work. Provide a PCP target where appropriate.

Monitor standards of teaching and learning of students with EAL

Report to the SLT on the effectiveness of the above and the progress of students

Monitor progress and identify learning difficulties that may be masked by EAL and liaise with teaching team.

*Class/subject teacher ensures that:*

Be knowledgeable about students' abilities and needs in English and other subjects

Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping

## 7. Monitoring and Review

This policy document will be monitored by the Head Teacher annually.