



English as an Additional Language (EAL) Policy

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Overview

An EAL pupil is a pupil for whom English is not their first language, their main language at home. The term EAL is used in this policy as synonymous with alternative terms such as ESL (English as a Second Language) and ESOL (English for Speakers of Other Languages) This encompasses pupils who are fully bilingual and all those at different stages of learning English.

This policy sets out the school's aims, objectives and strategies for meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Equality & Inclusion

Gloverspiece school fulfils its duties under the Equality Act 2010. We ensure that pupils with English as an Additional Language are not disadvantaged on the grounds of race, nationality or ethnic origin. Reasonable adjustments and targeted support are provided to ensure equitable access to learning and assessment.

Aims

- To allow all pupils to overcome any barrier to learning and assessment.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English to be able to fulfil their academic potential.
- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.

Objectives

- To be able to assess the skills and needs of EAL pupils and to give appropriate provision throughout the school.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages. (For example, in planning tasks, where appropriate).

Upon admission, pupils identified as EAL will undergo an initial language proficiency assessment to establish baseline competence across speaking, listening, reading and writing [unless similar data has been shared by previous setting]. Progress is monitored termly through teacher assessment and curriculum tracking systems. Support is reviewed regularly and adjusted in line with demonstrated language development and academic progress.



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Strategies

School Ethos:

The school promotes mutual respect, tolerance and understanding of different faiths, cultures and linguistic backgrounds in line with fundamental British Values. Pupils' home languages and cultural identities are recognised as strengths which enrich the school community.

- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.
- Acknowledge that support may be necessary beyond the time a child appears orally fluent.

Teaching and Learning:

Teachers will help pupils learning English as an additional language in a variety of ways:

- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give more than one-word answers.
- Monitor progress carefully and ensure EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils may need more time to process answers
- Give newly arrived young children time to absorb English recognising the importance of the 'silent time.'
- Group children to ensure that EAL pupils hear good models of English.
- Explain how speaking and writing in English are structured for different purposes across a range of Subjects.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure that there are effective opportunities for talking and that talking is used to support writing.

Access and Support

EAL pupils are entitled to full-time supervised education and access to the full breadth of the school curriculum in accordance with the Independent School Standards Regulations (2014). Adaptations are made to enable access without reducing curriculum ambition.

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

EAL pupils will be supported in the classroom, working with individuals or small groups to model language structures, allowing opportunities for talking, reading and scribing, etc to enable the pupil to complete tasks with understanding.



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Where concerns arise regarding potential underlying learning difficulties, assessment is conducted to distinguish between language acquisition needs and special educational needs. The SENDCo will coordinate further assessment where appropriate to ensure accurate identification and support.

Where required, Gloverspiece school will make reasonable efforts to ensure communication with parents/carers is accessible, including through simplified written communication, translation support or interpreter services where feasible.

Responsibilities

Upon admission to Gloverspiece School, the SENDCo is responsible for compiling information on new EAL pupils for dissemination to staff. This may include the following:

- Language(s) spoken at home
- From the previous school, information on the level of English studied/used
- Details of curriculum at previous school

SENDCo:

- Oversee initial assessment of pupils' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work
- Monitor progress and identify learning difficulties that may be masked by EAL.

Class/Subject Teacher

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

Safeguarding & Welfare

Gloverspiece school recognises that language barriers may impact a pupil's ability to communicate safeguarding concerns. Staff remain vigilant to this risk and ensure that safeguarding education is delivered in an accessible manner. Where necessary, additional support is provided to ensure pupils understand how to seek help and report concerns.

Monitoring & Review

The implementation of this policy is monitored by the SENDCo and Senior Leadership Team. The impact of EAL provision is reviewed termly through progress data, work scrutiny and pupil voice. The Proprietor receives oversight reports as part of broader curriculum monitoring.



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Websites offering support/guidance for staff

<https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/inclusion-educational-settings/english-additional-language-eal>

<https://www2.worc.ac.uk/teal/>

<https://www.hacw.nhs.uk/childrens-speech-and-language-resources/>