



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

English as a Second Language Policy (EAL)

Key Document Details:

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Statement of Intent

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential.

WGSP aims to:

- Welcome the cultural, linguistic and educational experiences students with EAL contribute to the school.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip Teachers and Support Staff with the necessary skills, resources and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Systematically monitor students' progress and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure students with EAL are acknowledged for their skills in their own languages.



Legal Framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006.
- Education Act 2002.
- The UK General Data Protection Regulation (UK GDPR).
- Data Protection Act 2018.
- DfE (2014) 'The Equality Act and schools'.
- DfE (2018) 'Promoting the education of looked after children and previously looked after children.
- DfE (2018) 'Equality Act 2010: advice for schools.
- DfE (2018) 'Mental health and wellbeing provision in schools.

This policy should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy.
- Supporting Students with Medical Conditions Policy.
- Admissions Policy.
- Anti-bullying Policy.
- Child Protection and Safeguarding Policy.

Roles and Responsibilities

The Governing Body will have overall responsibility for the implementation of this policy.

The Headteacher will be Responsible for

- Ensuring that those who are teaching or working with students with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that Teachers monitor and review students' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting students with EAL.
- Providing the EAL Lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against students with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for students with EAL.

The EAL Lead will be Responsible for

- The induction of newly arrived students.
- Coordinating initial assessments of students with EAL.
- Teaching small groups of students with EAL and providing classroom support.



- Liaising with teaching staff on support for students with EAL.
- Advising on strategies to support and include students with EAL and on ways to differentiate work for students with EAL.
- Encouraging and supporting students to maintain and develop their first language.
- Facilitating students' use of first language national examinations.
- Developing relationships between the school and parents of students with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parent's/carer's and students.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.
- Ensuring inclusive practice and cultural awareness CPD is delivered regularly, including as part of induction for new teaching and support staff.

All Staff Members will be Responsible for

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student.
- Planning activities that aim to ease students' anxieties and make them feel prepared for their next stage of learning.

Support

Where a student with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. During the induction period, typically lasting 6 weeks but varying dependant on students' progress, students may be removed from some timetabled lessons for ad hoc interventions.

A structured support plan will be created for each mid-year entrant or newly arrived student with EAL. This plan will outline their induction, academic support, timetable adaptations, and strategies for integration, ensuring a consistent approach.

In-class support and small group work is utilised as soon as the student can be successfully integrated into the classroom environment. The student will still spend time with their intervention teacher on a daily basis.



To help new arrivals settle in quickly and feel part of the school community, an EAL Buddy System will be launched. EAL Ambassadors will be selected to support newly arrived students during their induction and integration period, promoting friendship, confidence, and belonging.

Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

There is an understanding throughout the school, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.

The language development of students is the responsibility of the entire school community.

Mainstream and support departments will work together to ensure optimal outcomes are achieved.

Diversity will be valued, and classrooms will be socially inclusive. Staff are encouraged to reflect the cultural diversity of the school community through classroom displays and to actively incorporate culturally relevant examples into curriculum delivery across all subjects.

Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

Where large groups of students with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve students' understanding of English.

Initial Assessments

When a student first joins the school, they will undertake a timely initial assessment to gauge students' English abilities in an informal manner that does not make the student feel isolated or inferior.

The assessment will be carried out using the form provided in Appendix A.

Initial assessments are carried out by the EAL Lead, and completed assessments are held on the student's Arbor profile.

Teachers of the student will be allowed access to the assessment to inform their teaching and lesson planning. The student and their parents may view the assessment at any time.

Classroom Practice

Teachers have high expectations of all students.



Classroom activities will be matched to students' needs and abilities with visual supports being utilised where possible.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve students' literacy:

- Utilisation of the student's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping students in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow students to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid students with EAL and dual language textbooks are available and used where possible.

Prior to any private tuition or one-to-one support, the student is informed of the purpose of the session and the objectives.

Access to the Curriculum

The needs of students with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for students to use their first language in the classroom.
- The support requirements of students with EAL are identified and the support is made available, this could include access to our EAL tutor or trained HLTA intervention strategies.



Working with Parents/Carers

Liaison with parent/carer's is vital to the creation of a strong home and school partnership, which can ensure the development of students with EAL. To aid this partnership, the school will:

- Actively seek to put parent/carer at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parent/carer's and policies is clear and straightforward.
- Where appropriate, have teachers read through the letter with students before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of students with EAL.
- Encourage parent/carer's to attend parents' evenings and participate in school functions.
- Invite parent/carer's to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.
- Where possible, key school documents (including policies) will be translated into commonly spoken home languages and made accessible via the school website.
- A simplified, student-friendly version of key communications will be made available where appropriate. This supports understanding and avoids confusion or anxiety around school messages.

The school will offer family engagement opportunities, such as workshops or drop-in sessions, to strengthen home-school communication and help families understand key aspects of the UK education and safeguarding systems. These opportunities are especially important for families who may be unfamiliar with local expectations, processes, and terminology.

Student with SEND

A student is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of students with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEN of students with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will arrange an assessment in the students first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents or carers of a student with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.



The school will facilitate joint planning meetings between the EAL and SEND teams to support students facing dual challenges. This coordinated approach ensures that strategies are holistic, consistent, and tailored to each student's needs.

Monitoring and Review

The Senior Leadership Team will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

The school will actively seek feedback from students with EAL about their experiences and the support provided. EAL Ambassadors and the EDI (Equality, Diversity, and Inclusion) team will contribute to this process by gathering student views and making recommendations for improvement.

The impact of EAL support will be monitored through clear success criteria, including progress in English acquisition, access to the curriculum, and engagement in school life. Termly reviews will assess the effectiveness of interventions, allowing adjustments to be made based on student outcomes.

The next scheduled review date is June 2026.



Equality Impact Assessment

| Who is the policy or process intended for? | Students | Employees | Govs/ Trustees | Volunteers | Visitors |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Status of the policy or process: | New policy or process | | | Existing policy or process | |
| | <input type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| Analysis | | | | | |
| Protected Characteristic | Impact analysis | | | Explanation of impact analysis | |
| | Positive | Neutral | Negative | | |
| Age: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Disability: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sex: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Gender reassignment: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Race: | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Religion or belief: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sexual orientation: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Marriage or civil partnership: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pregnancy and maternity: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Students groups (PP/SEN/CLA): | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Evaluation and decision making | | | | | |
| Summary of action taken: | | | | | |
| Final decision: | | | | | |

