



# English as an Additional Language (EAL) Policy

<b>Approved by:</b>	Paula Tucker	<b>Date:</b> 15/9/25
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### 1. Introduction and Aims

ReFocus is committed to providing equal access to the curriculum for all pupils, including those with English as an Additional Language (EAL). Our aim is to promote rapid language development alongside academic progress, wellbeing, and inclusion. We believe that cultural and linguistic diversity is an asset to our school community.

### 2. Legislation and Guidance

This policy is guided by the Equality Act 2010 (Public Sector Equality Duty, s.149), the SEND Code of Practice (2015), Keeping Children Safe in Education (KCSIE), and DfE guidance on supporting pupils with EAL. It also draws on local authority best practice.

### 3. Roles and Responsibilities

All teachers are responsible for the learning, progress, and attainment of EAL pupils in their classes. The EAL coordinator provides expertise, resources, and monitoring. Senior leaders ensure compliance with statutory duties and equality legislation.

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum. In writing schemes of work and medium-term plans, teachers should consider the following questions:

- What opportunities are there to explore ideas orally and collaboratively?
- How can teachers (or additional adults or other children) model the key subject language needed?
- What specialist vocabulary do pupils need to understand new concepts and how can this be presented to them in an accessible way?
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?

- Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

#### **4. Curriculum Access and Inclusion**

We ensure that EAL pupils have equal access to a broad and balanced curriculum. Lessons are planned to remove barriers to learning and to maintain high expectations. Strategies include:

- Visual scaffolds and modelling
- Pre-teaching of key vocabulary
- Use of ICT, dictionaries, and translation tools
- Group and paired work to promote oral English
- Focused interventions for literacy and oracy gaps

#### **5. Language Development Pathways**

EAL pupils are at different stages of acquiring English. Provision is matched to need:

- Beginner learners: survival language, simple literacy, and classroom routines
- Developing learners: vocabulary building, sentence structure, and confidence in extended speaking and writing
- Advanced learners: refining academic language, subject-specific terminology, and achieving age-related expectations

Teachers monitor progress carefully and adapt support as pupils move between stages.

#### **6. Parental and Community Engagement**

We value strong partnerships with parents/carers of EAL pupils actively facilitating parents' access to school life and activities. Translators and translated materials are used when required

Parents are encouraged to maintain first language development at home. ReFocus also promotes Equality, Diversity and Inclusion (EDI) through cultural events and awareness activities.

#### **7. Assessment and Monitoring**

Progress for EAL pupils is assessed through the same systems as all pupils, with additional focus on English language development. Staff will:

- Track language and academic progress together
- Identify pupils with possible SEND
- Share progress with parents regularly
- Adapt teaching and interventions in response to assessment

#### **8. Staff Training**

All staff receive training on strategies for supporting EAL pupils. CPD includes language acquisition theory, cultural awareness, and inclusive practice.

#### **9. Policy Review**

This policy will be reviewed annually by the Head Teacher and Governing Body, or sooner if statutory guidance changes.

## **10. Linked Policies**

- Curriculum Policy
- Exams Policy
- SEND Policy

## **APPENDIX A Developing language and literacy skills**

To be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

### **Learning through talk**

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

### **Teaching strategies**

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

### **Learning from text**

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

### **Teaching strategies**

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around textbooks and use index, contents, etc.

- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

#### Learning through writing

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

#### Teaching strategies

- Make sure pupils are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas. • Ask pupils to evaluate, correct and redraft their writing