



St Andrew's School, Turi

**English as an Additional Language Policy (EAL)
(Senior School)**

Compiled by:	Head of Learning Success
Reviewed by:	Head [Senior]
Date of review:	September 2025
Date of next review:	September 2026

1. Policy

Policy statement

The School recognises its obligations to meet the needs of those students for whom English is an additional language (EAL). The School is committed to providing equal access for all students to the broad curriculum to which they are entitled within a supportive caring community, encouraging each student to achieve their personal best and develop into an independent individual. All students are encouraged to achieve the highest possible standards.

This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL students. Students who are learning English as an additional language have skills and knowledge about language similar to primary English-speaking pupils. Their ability to participate in the full curriculum may be in advance of their communication skills in English. All students, for whom English is an additional language, will have access to the full curriculum and the full range of co-curricular activities on the same basis as all other students.

Scope

This policy applies to all students who speak a language other than English as their first language.

Definition

The term EAL is used when referring to students whose primary language at home is a language other than English.

Terminology

In this policy, '**School**' refers to the Senior School; '**Head**' refers to the Head of the Senior School; '**DHA**' refers to the Deputy Head Academic of the Senior School; '**Staff**' refers to all those working for or on behalf of the School (including staff working on behalf of third part contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; '**SENCo**' refers to Special Educational Needs Coordinator (also the Head of Learning Success Centre in this context); '**EAL**' means English as an Additional Language; and '**Parents**' includes one or both of the parents, and legal or educational guardians.

Legal and regulatory framework

This policy takes account of all relevant legislation. In particular, it is based on:

- The Education Act 2011
- The SEND Code of Practice (January 2015) which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Students and Families Act 2014 and associated regulations and applies to England.
- The Equality Act 2010
- This policy also meets the Independent School Inspectorate (ISI) standards in the ISI Handbook for the Inspection of Schools, The Regulatory Requirements.

Review

This policy will be subject to annual review by the Head of the Learning Success Centre (LSC), SENCo, in the Senior School.

2. Roles and responsibilities

The Head

The Head ensures that:

- EAL applicants are subject to the same admissions procedures as other applicants.
- Parents and staff are aware of the School's policy in relation to students with EAL.

The Deputy Head (Academic)

The DHA ensures that:

- Relevant information on EAL students reaches all staff
- Training in planning, teaching and assessing EAL learners is available to all staff
- Targets for EAL students are set and met
- The effectiveness of the teaching of EAL students is monitored and assessed regularly
- Progress is monitored and learning difficulties that may be masked by EAL identified

The Admissions Registrar

The Admissions Registrar ensures that:

- New EAL students are identified during the admissions process and recorded on EdAdmin
- Languages spoken at home are identified and recorded
- Information on new EAL students is collated and distributed to the Deputy Head (Academic) and the Head of Learning Success.

The SENCo

The SENCo ensures that:

- An initial assessment of students' standards of English is undertaken as necessary and determines what languages are spoken at home
- Guidance and support are given to set targets and plan appropriate work.
- Provide an Individual Education Plan where appropriate
- Standards of teaching and learning of EAL students are supported
- The DHA and the Head are kept informed about the effectiveness of the above and the progress of pupils
- Learning difficulties that may be masked by EAL are identified and that they liaise with class/subject teachers
- Teachers are knowledgeable about students' abilities and needs in English and other subjects
- Knowledge is used effectively in curriculum planning, classroom teaching, use of resources and student grouping.

3. Principles

There are five main principles on which this policy is based:

- Giving all EAL students the opportunity to overcome any barriers to learning and assessment

- Welcoming and valuing the cultural, linguist and educational experiences that EAL students bring to the School
- Implementing school-wide strategies to ensure that EAL students are supported and able to take part in all activities
- Helping 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 while respecting their skills in their home language
- Identifying and making maximum use of the opportunities for modelling fluent English

4. Teaching and learning strategies and pedagogical approaches

All EAL students will be integrated into the same classes as other students. Everyone in the School is therefore responsible for helping our EAL students become more fluent in English.

Speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and sentence structures are taught within the context of the different topics and genres. Visual resources are used to aid their learning.

During lessons, teachers will:

- Use adaptive teaching strategies Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Have high expectations, expect students to contribute and give more than single word answers
- EAL students are set appropriate and challenging learning objectives, with their progress being monitored carefully
- Explain how speaking and writing English are structured for different purposes across a range of subjects
- Encourage students to transfer their knowledge, skills and understanding of one language to another
- Build on students' experience of language at home and in the wider community, so that their developing uses of English and other languages support one another
- Recognise that EAL students need more time to process answers
- 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 pupils understand more English than they use).
- Use groups to ensure that EAL students hear good models of English
- Use collaborative group activities
- Provide a range of reading books that highlight the different ways in which English is used
- Ensure that there are many opportunities for talking to both adults and peers
- Ensure that EAL students have access to a bilingual and English dictionary / thesaurus

5. EAL with disabilities and/or Special Educational Needs and those who are more able

We recognise that intelligence is not measured in the ability to speak English fluently. Students identified with Special Educational Needs or those identified as Gifted and Talented have equal access to school's provision.

6. Staffing

EAL students are referred to the SENCo who, in consultation with their teacher, ensures a bespoke programme of learning where necessary.
