English as an additional language (EAL) Policy

1. Purpose

This policy sets out how the school identifies, supports, monitors and celebrates learners who use English as an Additional Language (EAL), ensuring they can access an ambitious curriculum, make strong progress and feel fully included in school life.

EAL learners are a diverse group, ranging from those new to English to fluent bilinguals. Support is based on individual need, prior schooling and learning profile rather than language background alone. This policy applies to all staff, learners, parents and carers, including the Sixth Form.

2. Key Principles

In line with The Bell Foundation's evidence-informed approach, the school views multilingualism as a strength. Provision is underpinned by six principles:

Multilingualism as an asset

Pupils' home languages are valued as resources for learning, communication and identity. The school makes multilingualism visible through:

- Multilingual signage and learning resources
- Texts and resources reflecting pupils' cultures and languages
- Encouragement to use home languages where appropriate

High expectations with appropriate support

The school maintains high expectations for all learners who use EAL, recognising that developing proficiency in English can create barriers to accessing the curriculum and demonstrating learning. Teachers explicitly scaffold language and subject content through visual support, structured talk, vocabulary instruction and appropriate writing frames. Support is adapted in response to individual need and reduced gradually as learners develop confidence and independence.

Integrated focus on language and content

Language development is embedded across the curriculum. All teachers are responsible for explicit vocabulary instruction, structured opportunities for talk and writing, and modelling of academic language alongside subject content.

Effective and holistic assessment

Assessment considers English proficiency, prior education, literacy in first and additional languages, attainment, and wellbeing — building a full picture that informs planning and intervention.

Social inclusion and belonging

The school builds positive relationships with EAL pupils and families, provides accessible communication, and ensures pupils see their identities and languages reflected in the curriculum and wider school life.

First language and English language development

Home languages support cognitive growth and are encouraged when pupils build fluency, clarify ideas, tackle demanding tasks, or work with peers who share a language. English is prioritised for spoken fluency, new vocabulary, presentations and exam preparation.

3.Rationale and Context

The school's EAL cohort is approximately 12%. Learners include recent arrivals, refugees and asylum seekers, and pupils with interrupted schooling. In a semi-rural setting, numbers may be smaller than in urban schools, but needs can be just as significant. They require dedicated, sustainably resourced provision rather than ad hoc support.

The school recognises its responsibilities under:

- the **Equality Act 2010**, under which pupils must not be treated less favourably because of protected characteristics, including race, which covers nationality and national origin;
- the **Children and Families Act 2014** and the **SEND Code of Practice: 0 to 25 years**, which state that difficulties relating solely to learning English as an additional language are not a special educational need, while recognising that EAL and SEND can co-occur;
- the **School Admissions Code** and relevant **Department for Education** guidance, including statutory safeguarding guidance (*Keeping Children Safe in Education*).

Pupils with EAL are entitled to equitable access to education and must not be disadvantaged because they are learning English in addition to another language.

4. Aims

- Remove language barriers to learning across all subjects
- Secure strong attainment and progress across Key Stages 3–4 and the Sixth Form
- Accelerate language acquisition through explicit teaching of vocabulary, grammar, oracy and academic literacy
- Enable full participation in school life, enrichment and leadership opportunities
- Support families to engage confidently with school communication and learning
- Ensure EAL learners with SEND are identified and supported appropriately

5. Definitions

- EAL: any learner using one or more languages in addition to English at home, in the community, or in earlier learning. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).
- New arrival: a learner recently joined to the English school system, or from another national education system
- Early-stage English proficiency: a learner still developing functional English for social and academic use
- Advanced multilingual learner: fluent or near-fluent in English, but may still need support with subject-specific or academic/exam language.
- **Bell Foundation Proficiency Bands:** Band A (New to English), Band B (Early Acquisition), Band C (Developing Competence), Band D (Competent) and Band E (Fluent), assessed separately for listening, speaking, reading and writing.

6. Identification and Baseline Assessment

On entry, the EAL lead, pastoral team and admissions team gather information on home language(s), date of arrival in UK/English-medium schooling, prior attainment and attendance, any interrupted schooling, and known SEND, medical or safeguarding concerns.

This baseline determines whether a learner needs:

- Classroom-based support only
- Short-term targeted intervention
- Enhanced induction or parent/carer communication support
- Additional monitoring, or referral for SEND assessment where language alone does not explain the difficulty

7. Roles and Responsibilities

Effective provision for learners who use English as an Additional Language (EAL) is a shared responsibility. The EAL Lead coordinates identification, assessment, targeted support and advice for staff, while senior leaders ensure that provision is appropriately resourced, implemented and monitored. All staff contribute to creating an inclusive environment in which learners can access the curriculum, develop their English proficiency and achieve their potential.

Trustees

Trustees provide strategic oversight of the school's approach to EAL within its wider responsibilities for inclusion, equality and educational outcomes. They will:

- Ensure that EAL provision is reflected in the school's wider inclusion and equality priorities.
- Receive appropriate information from senior leaders about the progress, attainment, attendance and inclusion of EAL learners.
- Hold school leaders to account for the effectiveness of provision and the equitable access of EAL learners to the curriculum and wider school opportunities.

Headteacher

The Headteacher has overall responsibility for ensuring that the school meets its responsibilities towards EAL learners and that the policy is implemented effectively. The Headteacher will:

- Ensure that EAL provision is appropriately prioritised within the school's improvement and inclusion plans.
- Work with senior leaders to ensure that staffing, resources, training and allocated time are appropriate to the needs of the EAL cohort.
- Promote a whole-school culture in which multilingualism is valued and EAL learners are supported to achieve high standards.
- Ensure that responsibilities for EAL provision are clearly allocated and that the impact of provision is reviewed.

Senior Leadership Team – Inclusion

The strategic oversight and implementation of EAL provision sit within the school's wider inclusion priorities. The senior leadership team works collaboratively to ensure that EAL learners are identified, supported and enabled to access the curriculum and wider life of the school.

The Assistant Headteacher responsible for Inclusion, who also holds the role of SENDCo, works alongside the Deputy Headteacher and Associate Assistant Headteacher to oversee the implementation and development of EAL provision. Responsibilities include:

- Ensuring that EAL provision is aligned with the school's inclusion, teaching and learning, achievement and wellbeing priorities.
- Working collaboratively to identify the needs of the EAL cohort and establish appropriate priorities for provision and improvement.
- Ensuring that the EAL Lead has appropriate direction, support and allocated time to undertake the responsibilities of the role.
- Supporting the development of staff knowledge and consistent classroom practice through appropriate training, guidance and quality assurance.
- Monitoring the impact of EAL provision through assessment information, pupil progress, attendance, curriculum access and pupil and parent/carer voice.
- Ensuring effective collaboration between the EAL Lead, SENDCo function, pastoral teams, subject teachers and external professionals where appropriate.
- Identifying resource and staffing requirements and working with the Headteacher and wider leadership team to determine appropriate provision.
- Reporting on the effectiveness of EAL provision through the school's established leadership and governance arrangements.

The allocation of specific operational responsibilities within the senior leadership team will be agreed through the school's leadership structure. Responsibility for effective EAL provision remains a whole-school commitment, with all staff contributing to learners' progress, inclusion and English language development.

HLTA EAL

The EAL Lead coordinates the school's day-to-day EAL provision and provides guidance and support to staff. The role is undertaken within the responsibilities, expertise and allocated working time of the post. The EAL Lead will:

- Coordinate the identification and initial assessment of EAL learners, including gathering information about home languages, previous schooling, English proficiency and individual circumstances.
- Maintain and update EAL learner profiles, recording relevant assessment information, strengths, identified needs, strategies and review points.
- Coordinate induction and transition arrangements for new arrivals, working with admissions, pastoral staff, subject teachers and families.
- Provide advice and practical strategies to teachers to support language development and curriculum access.
- Plan and deliver, or coordinate, targeted EAL intervention according to identified need, available resources and agreed priorities.
- Monitor learners' English language development and the impact of interventions, sharing relevant information with staff and senior leaders.
- Liaise with parents and carers, arranging interpretation or translated information where appropriate and available.
- Work collaboratively with the SENDCo, pastoral teams, safeguarding staff and external professionals where needs overlap or additional concerns arise.
- Identify training and resource requirements and contribute to the ongoing development of whole-school EAL practice.
- Contribute to termly monitoring and the annual review of the EAL policy.

The EAL Lead is not solely responsible for the academic progress, curriculum access or wider outcomes of EAL learners. These remain shared responsibilities across the school, with accountability held by the relevant leaders and staff.

Subject teachers

Responsible for the progress of EAL learners in their classes through inclusive teaching, explicit language demands, regular comprehension checks, and use of EAL profiles to plan support — without lowering expectations.

Form tutors, heads of year and pastoral staff

Support wellbeing, belonging, attendance and behaviour, helping new learners settle into the school community.

Sixth Form Team

Ensures EAL students receive academic and pastoral support for advanced study, UCAS, apprenticeships, employment and progression, working closely with the school’s careers adviser and other specialist organisations.

8. Quality First Teaching for EAL Learners

All teachers use evidence-informed strategies, including:

- Explicit teaching of key vocabulary before, during and after lessons
- Modelling sentence structures and subject-specific writing
- Visuals, examples, diagrams and demonstrations
- Chunked instructions with regular comprehension checks
- Structured talk, sentence stems, word banks and writing frames
- Retrieval practice to revisit language regularly

- Distinguishing conceptual understanding from language difficulty
- Processing and rehearsal time before response

Teachers plan for EAL learners as they would for any learner with differing needs — adaptive teaching and universal provision, not a single fixed approach.

9. Curriculum Access and Classroom Support

EAL learners have full access to the curriculum. Withdrawal from mainstream lessons happens only when time-limited, carefully targeted and demonstrably beneficial. Learners are not routinely placed on reduced timetables because of language needs alone.

Support may include pre-teaching vocabulary, paired oral rehearsal, guided reading and writing support, modified instructions or glossaries, in-class adult support, and catch-up sessions for new arrivals or learners with interrupted schooling.

10. Induction for New Arrivals

New EAL learners and families receive a welcoming induction, including a school tour, introduction to key staff, a buddy or peer supporter, a bilingual welcome where available, and clear explanation of routines, safeguarding and timetable. Learners arriving mid-year or with limited English receive an induction plan covering attendance, friendship, curriculum access and wellbeing.

Some learners face additional barriers and may need adapted induction and closer monitoring. These include refugees and asylum seekers, Roma learners who use another language at home, learners with interrupted or no previous schooling, and unaccompanied or recently relocated children.
For these learners the school will:

- plan a flexible induction that takes account of trauma, disrupted education and family circumstances;
- work with the Designated Safeguarding Lead, pastoral team and external agencies, including the local authority, where appropriate;
- provide information to families in accessible formats and, where needed, through interpreters;
- consider literacy in the first language and any gaps in prior learning when planning support;
- monitor attendance, wellbeing and transitions closely, including between year groups, key stages and settings.

Check-ins. Each new arrival has regular check-ins during their first term, led by the EAL Lead and/or the form tutor. The EAL Lead decides the timing and frequency according to the learner's needs. Each check-in covers settling in and friendships, attendance, access to lessons, progress in English and any concerns raised by the learner, family or staff. Outcomes are recorded on the learner's EAL profile and any actions are shared with relevant staff. Where concerns emerge, the EAL Lead informs the head of year and, where appropriate, the SENCo.

11. Assessment, Tracking and Reporting

Progress is monitored through attendance, behaviour, classroom evidence, assessment outcomes and teacher judgement — considering stage of English proficiency, time in English-medium education, prior attainment, mobility and SEND factors. Low test scores are not automatically read as low ability where language remains a barrier.

Reports to families are clear, accessible and appropriately worded, with translation or interpretation support provided where needed.

Bell Foundation bands are assessed using the EAL Star platform (Band C and Band D) or The Learning village (Band A and Band B) three times a year, in Term 1, Term 2 and Term 3, and individual profiles are updated at the same time. Reports to families are clear, accessible and appropriately worded, with translation or interpretation of support provided where needed.

12. Sixth Form Provision

The Sixth Form supports EAL students in developing the language needed for higher education, apprenticeships and employment, including:

- Academic vocabulary, subject terminology and extended writing
- Independent study skills, note-making and seminar participation
- UCAS, personal statements and interview preparation
- Examination language, command words and access arrangements
- Mentoring where appropriate

EAL is not SEN, but the two can overlap. For learners in Years 11 to 13 the EAL Lead, SENCo and exams officer review together whether exam access arrangements are needed and that they are in place before assessments begin, in line with current JCQ regulations.

Examination Access Arrangements for EAL Learners

The school recognises that some learners who use English as an Additional Language may also have a disability, special educational need or learning difficulty that affects their access to examinations and formal assessments. However, EAL status or developing proficiency in English does not, in itself, establish eligibility for examination access arrangements.

All examination access arrangements must be considered on an individual basis and in accordance with the current Joint Council for Qualifications (JCQ) regulations and relevant awarding-body requirements. Decisions must be supported by the appropriate evidence of need and must reflect the learner's normal way of working, where required by the regulations.

The Deputy SENDCo, as the school's designated lead for access arrangements, works with the examinations officer, the EAL Lead, teaching staff and other relevant professionals to consider individual cases. The EAL Lead may contribute information about English language proficiency, the learner's educational background and their use of bilingual support. However, recommendations from the EAL Lead do not in themselves determine eligibility or authorise an examination arrangement.

Where a learner's difficulties appear to arise primarily from acquiring English, access arrangements such as extra time will not ordinarily be appropriate unless the specific criteria within the current JCQ regulations are met. JCQ provides a limited, exceptional route for certain recently arrived EAL learners to access a bilingual dictionary with 25% extra time, subject to strict eligibility criteria and the required application process.

Where there is evidence of an underlying learning difficulty or disability, this will be considered through the appropriate assessment and access arrangements process, without assuming that all difficulties are attributable to EAL.

The school will ensure that decisions are evidence-based, compliant with current regulations and reviewed as necessary. Classroom adaptations and appropriate support for English language development will continue regardless of whether a learner qualifies for formal examination access arrangements.

13. Parental and Carer Engagement

Communication is respectful, jargon-free and accessible, using translation/interpretation support, simplified written information, flexible meeting times and visual or digital communication where helpful. The school values family knowledge of home languages and educational aspirations, and builds two-way relationships with families.

14. Cultural Diversity, Belonging and Community

A sense of belonging is central to learning. The school recognises and celebrates the cultural and linguistic diversity of its community and helps EAL learners feel that their identities are valued. This includes:

- celebrating home-country traditions, festivals and national days across the school, for example through assemblies, displays, form time and enrichment, with learners and families invited to contribute, never required to do so;
- marking events such as European Day of Languages and International Mother Language Day;
- building awareness of cultural diversity, migration, discrimination and inclusion through the PSHE curriculum;
- offering opportunities for EAL learners to share their languages and experiences, to take on leadership roles and to be heard through pupil voice;
- supporting buddy and peer-mentor schemes that connect new arrivals with established pupils.

15. EAL and SEND

Where a learner experiences persistent difficulties, the school will consider their English language proficiency alongside prior educational experience, literacy in their home language where relevant, attainment, progress and wider developmental information. Appropriate EAL support and SEND assessment processes may run concurrently. EAL status alone will not be used to explain persistent difficulties or delay referral where there is evidence of possible special educational needs or disability. Decisions will be informed by evidence, parent/carer views and, where appropriate, advice from relevant professionals.

16. Behaviour, Attendance and Wellbeing

Behaviour, attendance and wellbeing can be affected by language barriers, social isolation or unfamiliarity with school routines. Staff respond sensitively, never interpreting silence or delayed responses as poor attitude, and actively promote belonging through clubs, friendship and pastoral support.

17. Staffing, Resources and Professional Development

EAL provision is coordinated by the school's designated HLTA EAL, who supports the identification, assessment and monitoring of EAL learners and provides targeted support and guidance to staff. The HLTA EAL has access to a dedicated EAL classroom, which provides a base for assessment, planning, targeted intervention and appropriate individual or small-group support.

EAL provision is overseen by the senior leadership team as part of the school's wider inclusion priorities. The HLTA EAL works collaboratively with senior leaders, including the Assistant Headteacher SENDCo, pastoral teams and subject teachers to ensure that provision responds to learners' individual needs and supports access to the mainstream curriculum.

Staff are supported to develop their understanding of multilingual learners' needs and effective classroom strategies, including explicit vocabulary teaching, language scaffolding, curriculum access, the relationship between EAL and SEND, and working effectively with interpreters where required. Assessment and monitoring are informed by recognised frameworks, including the Bell Foundation EAL Assessment Framework.

Resources are allocated to support effective identification, language development, curriculum access and inclusion. Given the size and range of the EAL cohort, provision prioritises staff expertise, consistent classroom practice, curriculum planning and targeted intervention. Withdrawal from mainstream lessons is used selectively where it is appropriate to identified needs and offers clear educational benefit, with the aim of enabling learners to participate successfully in mainstream lessons and wider school life.

18. Use of Funding and Resources

EAL-associated funding is used to improve access, progress and inclusion, including staff training, assessment and tracking systems, induction resources, bilingual and translated materials, and structured language-learning programmes where they meet identified need.

19. Monitoring and Review

The senior leader for inclusion and the EAL Lead review the policy's impact at least annually, considering:

- attainment and progress data, including Bell Foundation proficiency;
- lesson observation and learning walks;
- review of EAL learners' work in books, looking at the quality of written language, use of vocabulary and scaffolds, and progress over time across subjects;
- pupil and parent and carer voice;
- attendance and behaviour data;
- the effectiveness of induction, new-arrival check-ins, interventions and EAL profiles.

Success indicators include improved attainment, strong attendance, positive pupil voice and successful transitions. The EAL Lead reports to the senior leader each term and to governors at least annually.

20. Related Polices and Reference Points

- Equality and Diversity Policy
- SEND Policy
- Admissions Policy
- Teaching and Learning Policy
- Assessment, Reporting and Feedback Policy
- Behaviour Policy
- Attendance Policy
- Safeguarding Policy
- Literacy Policy
- Sixth Form Handbook

The school uses the Bell Foundation EAL Assessment Framework, alongside Newent Community School's EAL provision page, to inform identification, monitoring, intervention and family liaison.

21. Review Statement

This is a working document, reviewed in light of outcomes, staff training needs and changes to the school population.

Appendix A: Suggested Actions for Teachers

1. Identify the language demands of your lesson
2. Teach key vocabulary explicitly
3. Model answers and success criteria
4. Provide structured talk before writing
5. Check comprehension using more than yes/no questions
6. Use visuals, examples and retrieval
7. Maintain high expectations for all learners

Appendix B: EAL Learner Profile

Completed by the EAL lead on entry and updated termly. Stored securely alongside other pupil records.

Home language(s)	
Languages used for learning	
Date joined school	
Date joined UK education	
Previous schooling	
Interrupted education (Y/N + detail)	
Current stage of English proficiency	
Current support needs	
Exam access arrangements (if applicable)	
Notes from parents/carers	