

## English as an Additional Language policy



Written by	Harriet Carter	August 2025
Next review due by		August 2027

At Earley Springs, we are committed to providing a welcoming and inclusive environment where every child can thrive. We recognise that some of our pupils may have English as an Additional Language (EAL) and that their linguistic, cultural, and educational backgrounds enrich our school community. Our approach ensures that every child can access learning, participate fully in school life, and reach their full potential. In line with the government's definition of a bilingual learner, which refers to all pupils who use or have access to more than one language at home or at school, we celebrate diversity and support our learners in developing English language skills while valuing their home languages.

The primary aim of our EAL provision is to enable pupils to use English confidently, competently, and creatively across the curriculum. We want all pupils to access the full breadth of learning opportunities, make excellent progress, and feel a sense of belonging within the life of the school. We also aim to support pupils in maintaining and valuing their home language as part of their identity and learning journey, recognising that bilingualism is a strength. Our approach to EAL is rooted in high expectations, personalised support, and a commitment to inclusion.

To achieve these aims, we ensure that EAL learners are identified and assessed as early as possible when joining the school. Information is gathered about each pupil's linguistic background, their competence in other languages, and any previous educational experiences. This allows teachers to plan appropriately and provide the right level of support. High-quality, inclusive teaching is at the heart of our approach. Class teachers take responsibility for ensuring that all lessons are accessible to EAL pupils, using strategies such as modelling, visual support, collaborative activities, and structured speaking and listening opportunities to support comprehension and engagement. For pupils who are new to English, we may provide targeted small-group or individual support to help them acquire functional language skills. This support is designed to enable pupils to join their peers in class as soon as they are ready, with any necessary in-class support to help them succeed.

Partnership with parents and carers is central to our EAL provision. We recognise the important role that families play in supporting language development and learning. Parents and carers are kept informed about their child's progress and are encouraged to maintain the use of the home language alongside English. We value the cultural knowledge and linguistic diversity that families bring to our community and encourage their involvement in school life wherever possible.

Assessment and monitoring are ongoing processes. Pupils' English language acquisition is assessed using EAL assessment tools and through teacher observation, and their progress across the wider curriculum is reviewed regularly. Teachers and leaders work together to ensure that EAL pupils are on track to meet personalised targets. Where necessary, additional strategies are put in place, and external agencies may be engaged to provide specialist guidance or assessment.

In the classroom, we make learning accessible through a variety of strategies and resources. Lessons may incorporate visual aids, key vocabulary lists, and writing frames to scaffold learning. Collaborative group work allows EAL pupils to learn alongside peers, modelling language and communication skills in a natural context. Online tools and bilingual dictionaries are used to support understanding, and practical, hands-on learning opportunities are prioritised to help pupils engage with concepts even before they have full command of English. Where appropriate, pupils may also be encouraged to sit an examination in their home language to build confidence and celebrate achievement.

The responsibility for EAL provision is shared across the school. The Headteacher has overall responsibility for ensuring that this policy is implemented and monitored. The SENCo, who also acts as the designated EAL lead, oversees assessment, support planning, and staff guidance. Class teachers deliver inclusive lessons and monitor the progress of EAL pupils in their care, and all staff are expected to promote a culture of respect for linguistic diversity and to actively support pupils' language development.

This policy is reviewed regularly to ensure that our provision remains effective and reflective of our pupils' needs. The impact of our EAL support is evaluated through pupil progress data, staff feedback, and discussions with parents and carers. Earley Springs is committed to adapting its provision in line with any changes in statutory guidance and in response to the evolving needs of our school community.