

English as an Additional Language (EAL)



Hazel Cottage
School

Approved by:	Headteacher	Issue Date: November 2025
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Last reviewed on:	September 2026
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Hazel Cottage School - Policy for English as an Additional Language (EAL)

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

Introduction/Mission statement

All pupils need to feel safe, accepted and valued to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement school wide strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL pupils to become confident and fluent in English to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Strategies

School/ Class Ethos

- Recognise the pupils mother tongue; boost the child's self-esteem. Remember they have the potential to become a bi-lingual adult
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Identify the pupils strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

Teaching and Learning

- Assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible
- Show differentiated work for EAL pupils in planning
- Have high expectations; expect pupils to contribute and give you more than one word answers

- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised “silent period” when children are beginning to understand more English than they used to – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques

Responsibilities

Assessment Team

- To obtain, collate and distribute information on new pupils with EAL. This includes;
 - Language spoken at home.
 - Information from the previous school with regards to level of English studied/used.
 - Details of curriculum at previous school

Headteacher

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school’s policy on pupils with EAL
- Relevant information on pupil’s with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and data is monitored

SEND Co-ordinator

- Oversee initial assessment of pupils’ standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an individual learning plan for each pupil)
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with the Multi-Cultural Service
- Liaise with parents/guardians
- Support the pupils language development both in class and by withdrawal (for 1-1 work) as appropriate
- Report to the Headteacher on the effectiveness of the above and the progress of pupils.

Class/Subject Teachers

- Be knowledgeable about pupils’ abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping

Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for Options Autism. Outcomes First Group will then actively respond to the enquiry.