SHREWSBURY HOUSE SCHOOL
FOUNDED 1865

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Policy owner:	Learning Enrichment Coordinator
Approved by:	Governors' Education Committee
Date of last review:	July 2025
Next review:	July 2026

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the school's aims and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards, making them feel safe, accepted and valued.

Aims of Policy

- To ensure that we meet the full range of needs of those children who are learning English as an additional language.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English.
- To encourage and enable parental support in improving children's attainment.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- 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.

Roles and Responsibilities

<u>Registrar/Admissions</u>

- To obtain, collate and distribute information on new pupils with EAL to members of staff as appropriate.

Learning Enrichment Coordinator (LEC)

- To oversee initial assessment of pupils' standard of English.
- To be able to assess the skills and needs of pupils with EAL (using the Bell Foundation Framework) 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 ensure that relevant information on pupils with EAL reaches all staff.
- To ensure that all involved in teaching EAL learners liaise regularly.
- To monitor standards of teaching and learning of pupils with EAL.
- To monitor progress and identify learning difficulties that may be masked by EAL.
- To establish, when required, training in planning, teaching and assessing EAL learners for all staff.

Subject Teachers/Tutors

- To be knowledgeable about pupils' abilities and needs in English;
- To use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping;
- For EAL pupils to know that their home language is valued;
- To alert the Learning Enrichment Coordinator of any EAL concerns in their specific classes;
- 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 language.

Assessment

- The Registrar flags any pupil with EAL on joining the school and registers this on SchoolBase.
- The pupil's competence in English in relation to the year group standards and expectations is assessed by the Learning Enrichment Coordinator in conjunction with the pupil's tutor and core subject teachers within the pupil's first four weeks in school, using the Bell Foundation Assessment Framework.
- If appropriate, the Bell Foundation Framework will be used to set targets in Listening, Speaking, Reading and Writing, with listed support strategies for subject teachers.
- Targets will be tracked and reviewed termly, shared and discussed with teachers, parents and pupils.

Access and Support

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupil's ages and levels of learning.
- EAL pupils will be supported through various means of differentiation within lessons. If necessary, additional support will be provided in class or through withdrawal from lessons.
- Where necessary, for older pupils, or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

Teaching and Learning

Teachers will help pupils learning English in a variety of ways:

- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give more than one-word answers.
- Be aware that some children with EAL will also have specific abilities which make them eligible for the Gifted and Talented Register.
- Teachers have a crucial role in modelling uses of language. They can provide repetition, alternative phrasing and peer support.
- Monitor progress carefully and ensure that EAL pupils are set appropriate, achievable and suitably challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their home language to explore concepts.
- Offer additional support in the form of pictures, non-verbal cues and gestures.
- Offer bilingual resources, e.g, dictionaries, online support, key word lists/mats.
- Encourage collaborative learning techniques with the other children.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing.
- Be aware that pupils with EAL may demonstrate an ability to read to a given standard without a corresponding level of understanding.

Learning Difficulties and/or Disabilities, Special Educational Needs and Gifted and Talented Pupils

At Shrewsbury House, we recognise that most EAL pupils needing additional support do not have SEND needs. Should, however, SEND need to be identified during assessment, EAL pupils will have equal access to school SEND provision. Similarly, the School recognises that there may be EAL pupils who are gifted or talented, even though they may not be fully fluent in English.