

English as an additional language policy



Churchdown School Academy
ACHIEVING SUCCESS FOR ALL

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1. Aims

Churchdown School is committed to meeting the needs of pupils with English as an additional language (EAL).

This policy details our vision to identify and meet the needs of those students at Churchdown School classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, students who have a first/home language other than English and who are in the process of learning and using English as an additional language through the curriculum and broader life of the school.

Whilst being clear that EAL is not a special educational need or learning difficulty, the school acknowledges that pupils with EAL often have additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

The school will endeavour at all times to:

- Ensure EAL pupils have full access to the curriculum and other school opportunities.
- Be proactive in removing any barriers that stand in the way of our EAL pupils fulfilling their potential.
- Provide our EAL pupils – particularly those who are new arrivals – with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

2. Definitions

EAL is an umbrella term that refers to any pupil learning and using English as an additional or second language.

Within this, there is a more vulnerable group of pupils we term as **new arrivals**. This refers specifically to pupils who have entered the UK within the past two years.

There are also a number of terms that can be useful when describing the background of EAL pupils:

- 'first generation' – meaning they were born in another country and have since resettled in the UK with their family
- 'second or third generation' – meaning they were born in the UK into a migrant or
- 'dual-heritage' family
- 'migrant worker' – those who have moved for economic reasons

- ‘asylum seeker’ / ‘refugee’ – those who have moved to escape famine, persecution and other tragic events

3. Context

As of September 2023, 6.14% of pupils at Churchdown School are identified as ‘EAL’ and speak a language other than English as their ‘first’ or ‘common’ language. A variety of first languages, other than English, are spoken by pupils in our school: Arabic, Bengali, Cantonese, Croatian, Fijian, Filipino, French, Georgian, German, Greek, Gujarati, Hindi, Italian, Kannada, Kurdish, Japanese, Lithuanian, Malayalam, Mandarin Chinese, Nepali, Panjabi, Polish, Portuguese, Romanian, Russian, Spanish, Tagalog, Tamil, Thai, Turkish, Ukrainian and Urdu.

There is also a high frequency of pupils from NATO ARRC (Army Rapid Response Corps) families, whose parents are based for placements of three or more years at Imjin Barracks.

Although the school population does not tend to reflect the ethnic demographics of the local area, it does have a small number of British Asian ‘second or third generation’ pupils who speak Urdu, Gujarati or another Indian Subcontinent language at home. Their educational history is typically in line with other pupils born in the UK.

4. Key principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider society. We view the fulfilment of this amongst EAL pupils to be a fundamental part of our mission.

- EAL pupils will take approximately 5-7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximized but not necessarily accelerated.
- EAL pupils have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL pupils are not automatically SEN or ‘special educational needs’ and should not be labelled / treated in this way.
- EAL pupils are not automatically ‘lower ability’ and should not be labelled / treated in this way.
- EAL pupils will have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of EAL pupils.

5. Roles and responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils’ achievement and inclusion. Currently, Ms V Brito VSB is our LSA with a specialism in EAL, offering support to our EAL pupils, as well as advising and training staff. Also liaising with the SENCO and head of the support department (Ms J Seales), who oversees development and day-to-day coordination of EAL provision.

Responsibilities of the EAL specialist LSA:

- To assist schools to identify and address the needs of EAL and ethnic minority learners, including those at a more advanced stage in their learning of English
- The assessment, monitoring and recording of EAL pupils’ progression
- The wider professional role of the EAL specialist
- Data collection, analysis and interpretation
- Advising on specific provision for underachieving children learning EAL

- Targeting resources including the deployment of bilingual and EAL support staff, the organisation and design of interventions, etc
- Advising on CPD for all staff
- Planning and teaching with colleagues to develop expertise in meeting the language and learning needs of bilingual children
- Supporting the adaptation of intervention programmes
- Working with colleagues to develop appropriate resources
- Supporting colleagues to develop their knowledge of the linguistic, cultural and religious backgrounds of children and their families and the social and political factors which affect their lives
- Devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners

There are five aspects of the specialist EAL LSA's knowledge and skills in relation to:

- Patterns of complex additional language development and bilingualism
- English as a complex linguistic system
- Language as part of social, cultural and multimodal practices
- Classroom (school) as a language ecology
- Teaching as community building and resource management

Responsibilities of the EAL Coordinator liaison include:

- Identifying incoming EAL pupils, with support of the pastoral team
- Bringing the presence and needs of the current EAL pupils to the attention of colleagues
- Responding to requests for information about EAL pupils
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum
- Maintaining a register of EAL pupils

6. Approach to teaching and learning

Every teacher will encounter pupils who do not use English as their first language. To be successful, we will have to nurture language development, as well as teaching our subject.

Every teacher will encounter pupils from other countries who will often have very different educational experiences in terms of length and focus and style of previous learning. To be successful, we will have to coach pupils in how to learn, as well as teaching our subject.

Every teacher will encounter pupils who having moved countries are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups, as well as teaching our subject.

7. Placement

We recognise that EAL pupils, who may be new to English and to the UK, need support and stability as they start school.

Without exception, we recognise that EAL pupils:

- Have a right to a full timetable, with equal access to the whole curriculum
- Are best placed in groups with fluent English speakers, who will provide them with good models of language

- Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second
- Are not place in teaching groups based on one standalone test/assessment

New arrivals pupils will require, as a priority, calm supportive classes to meet their social-emotional needs during the first six to 12 months of education. This should take precedence over educational issues.

8. Admissions, identification and tracking

The school recognises that background information on EAL pupils can often contain gaps and be inconsistent; it can also be a sensitive issue for some families. However, the building up of 'learner profiles' on EAL pupils' linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.

Incoming Y7 EAL pupils will be identified through the information provided on entry by primary schools and parents, collected by Y7 pastoral tutors. Pupils may also be identified by feedback from subject teachers following transition. Details will be recorded on SIMS and on the school's intranet.

New arrival pupils will follow the Induction and Enrolment Protocol.

All EAL pupils will be graded with reference to the DfE English Proficiency codes A to E with the basic explanation of levels as follows:

- A - New to English
- B – Early acquisition
- C – Developing competence
- D – Competent
- E - Fluent

EAL pupils will be monitored by the specialist LSA, the EAL coordinator and pastoral staff, providing additional monitoring where necessary. Where a pupil's achievement appears to be affected by difficulties related to EAL, target-led intervention will be put in place by the specialist LSA with support from the pupil's subject teachers.

Information related to pupils' EAL needs is passed on to subject teachers by the specialist LSA and the EAL coordinator.

9. Special educational needs and gifted and talented pupils

The school recognises that most EAL pupils needing support with their English language development do not have special educational needs. However, should SEND be identified during assessment, EAL pupils will have equal access to appropriate provision in line with the **SEND policy**.

Similarly, the school recognises that there may be EAL pupils who are gifted and talented even though they may not be fully fluent in English.

10. Resources and CPD

A range of resources are required to support pupils' English language skills including bilingual dictionaries (where pupils are literate in first language), key word lists, visual cues, and a range of language and literacy interventions. This is currently an area for development for which the learning support team and curriculum areas have joint responsibility for addressing.

The school will ensure that all staff are provided with access to CPD sessions focused on supporting EAL across the curriculum. These will be coordinated and delivered primarily by the EAL teacher.

11. Monitoring arrangements

School data will include relevant information on ethnic minority/EAL pupils, and this will enable the school to monitor targets.

This evaluation process will serve as the basis for planning programmes of action and targeting time, support, and resources.

This policy will be reviewed annually by the SENCO and approved by the leadership team.

12. Links with other policies

This EAL policy is linked to the:

- SEND policy

