



FIRST STEPS TOGETHER
SKILLS FOR LIFE

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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September 2024	1	Policy written	M Durrina
August 2026	2	Updates in line with Ofsted new frame work, safeguarding, attendance monitoring and Send and EAL combined support	T.Ahmed

1. Introduction

This policy sets out the aims, principles, strategies and provision for pupils who have English as an additional language (EAL). First Steps Together is committed to equality, inclusion and high expectations for every pupil, including pupils for whom English is not their first language. We recognise that linguistic and cultural diversity enriches our community and that pupils should be supported to participate fully, feel that they belong and achieve well.

The policy reflects the renewed Ofsted inspection framework, including its emphasis on pupils achieving, belonging and thriving, and on the quality and impact of leaders' actions in securing inclusive provision. EAL provision is therefore considered as part of the school's wider approach to inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development and wellbeing, safeguarding, and leadership and governance.

2. Aims

- To ensure that pupils with EAL have full and equitable access to the curriculum and to the wider life of the school.
- To identify pupils' individual language needs promptly and accurately, using information from families, previous settings and school-based assessment.
- To provide high-quality classroom teaching and appropriate targeted support that develops pupils' listening, speaking, reading and writing in English alongside their subject knowledge.
- To explicitly teach and revisit the vocabulary, language structures and subject-specific terminology pupils need to understand and communicate learning across the curriculum.
- To maintain high expectations for EAL pupils' academic and personal achievement, while recognising and responding to their starting points and individual circumstances.
- To monitor the impact of EAL support and adapt provision when evidence shows that pupils need different or additional approaches.
- To work in partnership with parents and carers so that communication is accessible, meaningful and respectful of families' linguistic and cultural backgrounds.

- To promote pupils' confidence, participation, belonging, wellbeing and positive relationships within the school community.

3. Principles of EAL Provision

- EAL is not, in itself, a special educational need or disability. Staff will avoid assuming that a pupil has SEND simply because they are learning English as an additional language, while remaining alert to any additional needs that may require further assessment or support.
- EAL pupils are entitled to the same ambitious curriculum as their peers. Support should enable access to learning rather than unnecessarily reducing curriculum ambition.
- Language development is the responsibility of all staff. Classroom teachers remain responsible for the progress of EAL pupils in their subjects, with specialist or additional support used where appropriate.
- Teaching will make language visible and accessible through modelling, explanation, visual support, structured talk, purposeful repetition, vocabulary instruction and opportunities for pupils to use new language in meaningful contexts.
- Pupils' home languages and cultural experiences are valued as strengths and, where appropriate, may be used to support understanding, identity and learning.
- Provision will be proportionate and evidence-informed. Leaders will consider the impact of support on pupils' learning, participation, attendance, behaviour, wellbeing and sense of belonging.

4. Identification, Assessment and Review Arrangements

Pupils whose first language is not English will be identified as part of admission and transition arrangements. Information gathered from the pupil, parents or carers, previous school or setting and relevant professionals will be used to establish the pupil's language background, previous educational experience and any factors that may affect their access to learning.

Where appropriate, staff will establish a baseline of the pupil's English language proficiency across listening, speaking, reading and writing. Assessment will be used to identify strengths, barriers and next steps rather than to limit curriculum access.

- Teachers will monitor pupils' progress through normal classroom assessment, work scrutiny, discussion and observation.
- Where targeted EAL support is provided, the intended outcomes, timescale and review arrangements will be clear.
- Support will be reviewed regularly and adjusted or withdrawn when pupils no longer require it.
- Where progress is not as expected, staff will consider whether the barrier is primarily language-related or whether further assessment is needed, including consideration of SEND or other barriers to learning where appropriate.
- Leaders will use available evidence to evaluate whether EAL provision is having the intended impact and will act where improvement is needed.

5. Curriculum and Teaching

EAL pupils will be taught through an ambitious, coherent curriculum that is appropriately adapted to support access and participation. Teachers will identify the language demands of lessons and plan explicitly for the vocabulary, concepts and language structures pupils need to succeed.

- Pre-teach and revisit essential vocabulary and terminology.
- Use clear explanations, modelling, visuals, examples and appropriate scaffolding.
- Provide structured opportunities for purposeful speaking and listening, including paired and group discussion.
- Check pupils' understanding regularly and address misconceptions promptly.
- Model accurate spoken and written English while valuing pupils' attempts and encouraging risk-taking in language use.
- Provide accessible texts and tasks without unnecessarily lowering the cognitive demand of the curriculum.
- Build reading, vocabulary and communication skills across subjects, not only within English lessons.

- Ensure classroom resources, displays and instructions are sufficiently accessible for pupils at different stages of English language acquisition.

Teachers will remain alert to the risk of over-scaffolding. Support should be reduced when pupils are ready so that they develop increasing independence. This reflects Ofsted's renewed focus on inclusive curriculum and teaching, including how leaders and staff adapt provision to meet pupils' needs and how teaching develops pupils' language and vocabulary across subjects.

6. Targeted Support

Where classroom provision alone is insufficient, targeted EAL support may be provided by a suitably qualified teacher, EAL-trained practitioner or teaching assistant under appropriate teacher direction.

- Targeted support will have a clear purpose linked to identified language needs and curriculum access.
- Intervention will be time-limited where appropriate, with regular review of progress and impact.
- Support will complement, rather than replace, high-quality classroom teaching.
- Where specialist advice is required, the school may seek support from relevant external agencies or professionals.

7. Inclusion, Belonging and Participation

The school will ensure that EAL pupils are included in lessons, enrichment, trips, clubs, pastoral provision and other school activities. Pupils will work alongside their peers wherever this is appropriate and beneficial.

- Staff will promote respectful relationships and challenge discriminatory, prejudiced or derogatory behaviour.
- Pupils will be supported to develop confidence in communicating with peers and adults.
- New pupils will receive appropriate support to understand routines, expectations and the culture of the school.

- Leaders will consider the experiences of EAL pupils when reviewing inclusion and will use pupil voice, staff feedback, family feedback and other evidence where appropriate.
- Where language barriers interact with other barriers to learning or wellbeing, the school will coordinate support so that the pupil's needs are considered holistically.

8. Attendance, Behaviour, Wellbeing and Safeguarding

EAL pupils should experience the same high expectations for attendance, behaviour and conduct as all pupils, alongside appropriate support where language or communication needs create a barrier.

- Attendance and punctuality will be monitored and concerns followed up in line with the school's attendance procedures.
- Staff will ensure that expectations, routines and consequences are communicated in ways pupils can understand.
- Behaviour concerns will not be attributed to language difficulties without appropriate consideration of the underlying circumstances.
- Staff will be attentive to signs that a pupil may be isolated, bullied, exploited, distressed or otherwise at risk of harm. Language barriers must never prevent safeguarding concerns from being identified, reported or acted upon.
- Where communication with a pupil or family is necessary for safeguarding or significant welfare matters, appropriate interpretation or translation support will be sought.

9. Partnership with Parents and Carers

The school recognises the importance of high-quality, meaningful communication with parents and carers. Families will be kept appropriately informed about their child's learning, progress, wellbeing and any additional support.

- Written and verbal communication will be made as accessible as reasonably possible.
- Where necessary, interpreters or translated information will be arranged, particularly for important meetings or information relating to learning, welfare or safeguarding.

- Parents and carers will be encouraged to share information about their child's language background, previous education, strengths and needs.
- The school will seek parents' and carers' views when reviewing provision and, where appropriate, use this feedback to improve practice.
- Parents or carers who have concerns about their child's EAL provision should in the first instance contact the Head Teacher.

10. Liaison with Other Schools and Agencies

Where necessary, the school will liaise with previous or future schools and relevant external agencies to support continuity, transition and appropriate provision. EAL specialists or other professionals may be invited to provide advice, training or direct support where this is appropriate.

Information will be shared in accordance with the school's safeguarding, data protection and information-sharing procedures.

11. Roles and Responsibilities

- Head Teachers ensure that EAL provision is embedded within the school's wider inclusion strategy, that staff have appropriate knowledge and resources, and that the impact of provision is reviewed.
- Teachers: maintain high expectations, plan for language as part of curriculum teaching, assess pupils' learning and language needs, and monitor progress.
- EAL/Additional Support Staff: provide targeted support as agreed, contribute to assessment and review, and share strategies with classroom staff.
- All Staff: promote inclusion, belonging and respect; communicate clearly; identify concerns; and follow safeguarding and equality procedures.
- Parents and Carers: share relevant information about their child and work in partnership with the school to support progress and wellbeing.
- Pupils: participate in learning, use support appropriately and contribute to a respectful and inclusive community.

12. Monitoring, Evaluation and Review

Leaders will monitor the effectiveness of EAL provision through appropriate evidence, which may include pupil progress information, work scrutiny, observations or learning

walks, pupil voice, staff feedback, parent/carer feedback and review of targeted interventions.

The purpose of monitoring is to understand the impact of provision and identify what needs to be maintained, adapted or improved. The school will not rely solely on written evidence or compliance records; leaders will consider the lived experience and outcomes of EAL pupils.

13. Review Date

This policy will be reviewed annually, or sooner where there are significant changes to statutory guidance, Ofsted inspection arrangements, school provision or identified need.