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English as an Additional Language (EAL)

Document Control

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1. Introduction

This policy outlines our school's comprehensive approach to supporting pupils with English as an Additional Language (EAL). Recognising the diverse needs and backgrounds of EAL pupils, our primary goal is to foster an inclusive and supportive environment that empowers these pupils to reach their full potential across all areas of the curriculum.

We view language development as a fundamental pillar of academic success. Therefore, we are committed to providing tailored support to address the specific challenges EAL learners face. This includes differentiated instruction, access to bilingual resources, and opportunities for immersive language experiences.

Our approach is firmly rooted in the principles of equality and inclusion. We ensure that EAL pupils have equitable access to resources, support services, and extracurricular activities, which are crucial to their academic and social development. Our staff receive ongoing training to enhance their understanding of EAL pedagogies, enabling them to create a more effective and engaging learning environment for all pupils.

In addition, we promote collaboration between teachers, parents, and the wider community to ensure that EAL pupils feel valued and wholly integrated into school life. Every EAL student has the right to be fully included, celebrated, and supported in their journey towards achieving academic excellence and personal growth.

2. Aims

The primary objectives of this EAL (English as an Additional Language) policy are to foster an enriching and supportive environment for pupils learning English as an additional language and to ensure they achieve both language proficiency and academic success. The key aims include:

1. **Creating a Welcoming and Inclusive Environment:** We strive to establish a school culture that celebrates diversity and values the contributions of EAL pupils. This includes providing resources and activities that acknowledge and honour various cultures, ensuring that all pupils feel safe, respected, and accepted within the school community.
2. **Supporting English Language Development:** Our focus is on enhancing English language proficiency for EAL pupils by implementing structured language support programs. This will be achieved through differentiated instruction, targeted language interventions, and access to specialised language resources, ensuring that pupils can fully engage with and access the curriculum across all subjects.
3. **Promoting Academic Achievement and Well-being:** To foster both the academic success and emotional well-being of EAL pupils, we provide personalised support tailored to each student's needs. This may involve mentorship, counselling services, and additional academic resources, creating a holistic approach to student development.
4. **Ensuring Active Integration into the School Community:** We aim to facilitate meaningful connections between EAL pupils and their peers through social activities, collaborative projects, and cultural exchange programs. This will help promote social inclusion, mutual respect, and cultural understanding among all pupils, enriching the overall school environment.
5. **Engaging with Parents, Carers, and External Agencies:** We recognise the vital role of parents and caregivers in the educational journey of EAL pupils. Therefore, we commit to working closely with families and community organisations to provide resources, workshops, and regular communication. This partnership ensures that families are informed, involved, and supported in their children's learning and personal growth.

6. **Monitoring and Tracking Progress:** It is essential to systematically assess the language acquisition and academic progress of EAL pupils. We will implement regular assessments and feedback mechanisms that enable educators to track pupils' development. This data-driven approach will inform ongoing adjustments to support strategies, ensuring that every student receives the necessary resources to thrive academically and socially.

Through these aims, we aspire to build not only proficient English speakers but also confident, well-rounded individuals who contribute positively to the school community and beyond.

3. Legislation and Statutory Guidance

The provision for pupils who speak English as an Additional Language (EAL) is guided by several key pieces of UK legislation and guidance. These frameworks help ensure that schools provide equitable access to education while protecting the rights of all pupils. The primary legislative acts and frameworks include:

1. **Equality Act 2010:** This pivotal legislation establishes the legal foundation for promoting equality and preventing discrimination. It mandates that all pupils, including those with EAL, cannot be mistreated based on race, language, or nationality. Schools are required to actively promote inclusive practices and provide a supportive environment that respects and appreciates cultural diversity.
2. **Children and Families Act 2014:** This act emphasises the rights of children, particularly those with special educational needs and disabilities (SEND). It highlights the importance of providing tailored support for EAL pupils who may have additional learning challenges. Schools are required to create individualised education plans (IEPs) that address the specific needs of these pupils, ensuring they receive adequate resources and support to thrive alongside their peers.
3. **Keeping Children Safe in Education (KCSIE):** This statutory guidance underlines the priority of student safety and well-being. It provides protective measures to shield pupils, including EAL learners, from potential harm such as abuse, neglect, or exploitation. Schools are expected to foster an environment where all pupils feel secure and valued, thus enabling them to focus on their academic and social development.
4. **Ofsted Framework:** The Office for Standards in Education, Children's Services and Skills (Ofsted) sets forth expectations for schools regarding teaching and learning. Their framework emphasises the importance of inclusive educational practices, ensuring that EAL pupils receive the support they need to engage fully with the curriculum. Schools are assessed on their ability to facilitate academic progress for all learners, particularly those who may require additional support due to language barriers.

These legislative measures work collaboratively to ensure that EAL pupils are not only integrated into the educational system but also empowered to reach their full potential within it.

4. Provision for EAL Pupils

To effectively support EAL (English as an Additional Language) pupils, our school will implement a comprehensive range of tailored strategies and provisions to address their unique linguistic and academic needs. These provisions will include:

1. **Targeted Language Support:** EAL pupils will benefit from specialised language support programs designed to enhance their proficiency in English. This will encompass a variety of instructional approaches, such as small-group sessions that facilitate personalised learning, one-on-one tutoring for intensive language practice, and immersive language activities that create real-life communication opportunities, including conversation clubs and interactive games that encourage language use in context.

2. **Cultural Inclusion Initiatives:** Acknowledging and celebrating the diverse cultural backgrounds of our EAL pupils is vital. The school will integrate cultural understanding into the curriculum by including multicultural literature, history lessons that reflect global perspectives, and activities such as cultural fairs where pupils can showcase their heritage, fostering an environment of respect and appreciation for different cultures.

3. **Differentiated Curriculum:** Our teaching staff will adapt lesson plans and instructional materials to cater to the varying levels of English proficiency among EAL pupils. By employing differentiated resources—such as simplified texts, visual aids, and hands-on activities—we aim to provide scaffolding that promotes comprehension and engagement, ensuring that all pupils can participate meaningfully in classroom discussions and assignments.

4. **Encouraged Peer Collaboration:** To build social connections and encourage language development, EAL pupils will be paired with peers in collaborative learning settings. This peer support system will not only enhance pupils' language skills but also foster friendships as they work together on projects, participate in group discussions, and engage in cooperative learning tasks, creating a sense of community within the classroom.

5. **Access to Diverse Learning Resources:** EAL pupils will be equipped with a variety of bilingual resources, including dictionaries, translated materials, and digital technology that aids language acquisition. Visual aids, such as charts and infographics, will be utilised in lessons to make abstract concepts more concrete. Additionally, online platforms and language learning apps will be recommended to encourage independent practice and reinforce skills learned in class.

Through these comprehensive strategies, we are committed to providing EAL pupils with the support they need to thrive academically and socially, ensuring they feel valued and included within our school community.

5. Assessment and Tracking

To effectively support the language development and academic achievement of EAL (English as an Additional Language) pupils, regular and comprehensive assessments will be conducted. The school will implement the following methods to assess and track each student's progress in a structured manner:

1. **Initial Language Assessment:** Upon their arrival at the school, EAL pupils will participate in an in-depth initial language assessment. This assessment will evaluate various components of English proficiency, including speaking, listening, reading, and writing skills. The results will not only determine each student's current level of language proficiency but will also inform teachers about specific areas where targeted support may be needed. This initial data will be critical for creating individualised learning plans that cater to each student's unique needs.

2. **Ongoing Monitoring:** To ensure continuous development, teachers will actively monitor the progress of EAL pupils throughout the academic year. This monitoring will involve a combination of formative assessments, such as quizzes, classwork, and oral presentations, alongside systematic observations in classroom settings. Additionally, standardised tests will be administered at regular intervals to provide benchmarks for language skills and academic performance. This holistic approach allows teachers to identify trends in learning and adjust their instructional strategies accordingly.

3. **Data Tracking:** The school will utilise a secure data tracking system to document the progress of each EAL student. This system will maintain comprehensive records of assessment results, attendance, and participation in class activities. Regular updates will enable educators to analyse patterns and identify any pupils who may require further intervention or specialised support. If a student is not making expected progress, the school will implement tailored strategies, such as additional tutoring or language workshops, to help them overcome challenges.

4. **Parental Involvement:** The school recognises the vital role parents play in their child's education and will ensure that they are kept informed about their child's progress. Regular parent-teacher meetings will be scheduled to discuss

student achievements and areas needing improvement. Detailed reports will be sent home, highlighting both academic performance and language development. Additionally, the school will provide resources and recommendations to help parents support their child's learning at home, fostering a collaborative environment between school and home.

By adopting these comprehensive assessment and tracking methods, the school aims to create a supportive and effective learning environment for EAL pupils, promoting their success both in language acquisition and overall academic achievement.

6. Curriculum Adaptations

The curriculum will be thoughtfully adapted to effectively meet the diverse needs of EAL (English as an Additional Language) pupils, ensuring their full access to learning opportunities and fostering their academic progress. This comprehensive approach will include the following key elements:

1. **Differentiated Teaching Strategies:** Educators will implement a range of differentiated teaching strategies tailored to the individual learning profiles of EAL pupils. This will involve not only modified language and simplified instructions but also the use of visual aids, such as charts, diagrams, and graphic organisers. Additionally, alternative learning materials will be provided to support understanding, including bilingual resources and accessible texts that cater to varying levels of English proficiency.
2. **Integrated Language Support Across Subjects:** Language support will be embedded within all subject areas, ensuring that EAL pupils develop the necessary vocabulary and language skills to engage meaningfully with the content. This will involve intentionally teaching key terminology and language structures relevant to each subject, along with activities that promote language acquisition, such as interactive discussions, collaborative projects, and focused vocabulary exercises.
3. **Cross-Curricular Collaboration:** Teachers will engage in collaborative planning and professional development across different subject areas to provide cohesive and consistent support for EAL pupils. This collaboration will facilitate the integration of language-learning opportunities into every lesson, enabling a more holistic approach to education. For instance, content teachers will work alongside language specialists to create lessons that not only cover academic standards but also promote linguistic development, enabling EAL pupils to practice their language skills in context.

By implementing these strategies, the curriculum will better support EAL pupils, enabling them to thrive academically and socially within the learning environment.

7. Staff Training

All staff members will engage in comprehensive, ongoing training designed to effectively support English as an Additional Language (EAL) pupils. This training will encompass the following essential components:

1. **Cultural Competence:** Staff will participate in workshops that delve into the diverse cultural backgrounds of EAL pupils, exploring how these cultural dimensions can impact learning styles, classroom interactions, and communication. This training will include case studies and real-life examples to help staff gain a deeper understanding of the values, traditions, and practices that may influence EAL pupils' educational experiences.
2. **Language Acquisition:** Teachers will receive targeted professional development focused on the principles of language acquisition. This will include training in strategies tailored to support pupils at various stages of English language

development, from beginners to advanced learners. Practical sessions will provide educators with tools to enhance vocabulary instruction, promote effective listening and speaking skills, and create engaging reading and writing activities aligned with EAL pupils' proficiency levels.

3. Differentiation and Inclusion: Staff will be trained in effective differentiation strategies to customise instruction to meet the diverse needs of EAL pupils within the classroom. Emphasis will be placed on implementing inclusive teaching practices, such as cooperative learning, the use of visuals and scaffolding techniques, and access to language support resources. Training will also cover how to create an environment that fosters collaboration and respect among all pupils, ensuring that EAL learners feel valued and empowered to share their perspectives.

Through this comprehensive training program, all staff will be equipped with the knowledge and skills necessary to create a supportive and enriching learning environment for EAL pupils, ultimately enhancing their academic success and fostering a sense of belonging within the school community.

8. Parental Engagement

Parental involvement is crucial to fostering the academic success of English as an Additional Language (EAL) pupils. To actively engage parents and carers in this process, the school will implement a range of initiatives:

1. Regular Communication: The school will establish a consistent communication framework that includes weekly newsletters, progress reports, and parent-teacher meetings. To ensure effective communication, we will utilise translators and bilingual staff members to facilitate understanding and address any language barriers. This approach will ensure that parents are well-informed about their child's academic journey and can provide the necessary support at home.

2. Parent Workshops: The school will host a series of interactive workshops designed for parents, focusing on strategies to enhance their children's language development. These workshops will cover topics such as effective reading techniques, vocabulary enrichment, and practical activities that can be implemented at home. Additionally, we will provide resources and tools to help parents create a supportive learning environment, empowering them to play an active role in their children's education.

3. Community Engagement: To strengthen the connection between the school and families, we will encourage parents to participate in various cultural events, school activities, and volunteer opportunities. These events will not only celebrate the diversity within our school community but also provide a platform for parents to share their cultural heritage. By fostering a sense of belonging and community, we aim to create an inclusive environment where EAL pupils can thrive both academically and socially.

Through these initiatives, we hope to build strong partnerships with families, ensuring that EAL pupils receive the support they need to excel in their educational pursuits. Parental involvement is crucial to fostering the academic success of English as an Additional Language (EAL) pupils. To actively engage parents and carers in this process, the school will implement a range of initiatives:

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9. Safeguarding and Inclusion

The school is deeply committed to safeguarding and promoting the welfare of all pupils, with a particular focus on those who require English as an Additional Language (EAL) support. This policy aligns with the principles established in the Safeguarding and Inclusion sections of Ofsted and the Keeping Children Safe in Education (KCSIE) guidelines. The key commitments include:

1. **Inclusive Participation:** EAL pupils are actively encouraged to participate in all school activities—academic, extracurricular, and social. The school prioritises their safety and well-being, ensuring they feel valued and included in the school community.

2. **Clear Safeguarding Procedures:** The school has established a comprehensive safeguarding policy designed to protect all pupils, including those with EAL needs. This policy delineates clear procedures for reporting and responding to potential safeguarding issues, ensuring that all staff are aware of their responsibilities in maintaining a safe environment.

3. **Staff Awareness and Training:** All staff members receive training that emphasises the unique vulnerabilities faced by EAL pupils. This training equips them with the skills necessary to identify signs of distress or potential abuse and to address safeguarding concerns effectively. Ongoing professional development ensures that staff stay informed about best practices in supporting EAL pupils.

4. **Emotional and Social Support:** To facilitate a smooth integration into the school community, EAL pupils are provided with tailored support that addresses both their emotional and social needs. This includes access to mentoring programs, counselling services, and peer support groups that foster a sense of belonging and enhance their overall well-being.

Through these initiatives, the school strives to create a safe, inclusive, and supportive environment for EAL pupils, empowering them to thrive academically and socially.

10. Monitoring and Review

The effectiveness of this English as an Additional Language (EAL) policy will undergo a comprehensive annual review to ensure it continues to support our EAL pupils. The school leadership team will analyse a range of data, including

academic performance metrics, language proficiency assessments, and progress tracking of EAL pupils throughout the year. Additionally, we will assess our staff's training needs to enhance their ability to support EAL learners effectively, taking into account any required professional development workshops and resources. Parental feedback will also be actively sought through surveys and meetings, providing valuable insights into the experiences and challenges families of EAL pupils face. This multifaceted approach will help us determine whether the policy is meeting its objectives and identify potential improvements to enhance outcomes for EAL pupils.