



EAL
(English as an Additional Language)
Policy

Date: Sept 2025

Review: Sept 2026

Contents

Background	1
Definitions	1
Aims.....	1
Objectives	1
Management and Administration.....	1
b) Documentation	2
c) Partnership with Parent/carers	2
Procedure	2
Strategies to ensure access to the curriculum	2
Teaching Strategies	3
Special Educational Needs	3
Monitoring.....	3
Funding	3
Resources	3

Background

There are an increasing number of children and young people entering independent for whom English is not the dominant language of the home. Scunthorpe has a significant population ([in 2021 - 15%](#)) whose country of birth is not the UK. Although we have thus far not had a pupil attending for whom English is not their first language, we acknowledge this possibility, and the objective of this policy is therefore to ensure that pupils with EAL needs who do attend achieve positive outcomes.

Definitions

Bilingual: The term 'bilingual' is used to refer to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages'.

EAL (English as an Additional Language): The DfE says "A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration." ([DfE Schools, Pupils and their Characteristics July 2025](#))

Aims

Rowan Education aims to ensure that all EAL pupils who attend the School are able:

- To use English confidently and competently.
- To use English as a means of learning across the curriculum
- To be fully included into the life and work of the School.
- To reach their full potential.

Objectives

- To employ robust admission procedures to ensure we can meet pupil needs prior to accepting them on role.
- To identify and assess individual pupil's needs as soon as possible.
- To acknowledge the importance of pupils' home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.
- To ensure parent/carers and pupils are involved in the process.
- To promote a whole school responsibility towards EAL pupils.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.
- To make appropriate use of external agencies as and when necessary.

Management and Administration

a) **Whole School Approach**

English as an alternative language will be addressed in all areas.

Pupils with little English will receive intensive tuition from an appropriate external agency before they are included in the curriculum activities.

All pupils with EAL will be included in mainstream classes as quickly as possible. In-class support will be provided if finances/resources allow.

Pupils will be encouraged to sit an external examination in their first language to build their confidence to achieve.

b) **Documentation**

All documentation and records are maintained by the Head and Business Manager and are confidential to the parent/carers and to those members of staff associated with the child concerned.

c) **Partnership with Parent/carers**

We aim to work closely with parent/carers of EAL pupils and ensure that they are encouraged to become involved in school activities.

Parent/carers will be informed of their child's progress regularly and will be invited into school to discuss any concerns.

Procedure

Prior to acceptance/admission, information will be gathered about:

- The pupil's linguistic background and competence in other languages.
- The pupil's previous educational and schooling activities and, where appropriate, the family's biographical background.
- The pupil's level of English using Proficiency in English Scale.

Strategies to ensure access to the curriculum

- Referral to external agencies/resource, if necessary.
- Initial direct teaching to aid acquisition of English (using outside resource).
- Use of bi-lingual resources, eg, dictionaries, on-line support, Key Word lists.
- Collaborative group work and peer support.
- Enhanced opportunities for speaking and listening.
- In-class support (if funding available).
- Additional visual support, eg, posters, non-verbal clues.
- The use of writing frames.
- Regular feedback from staff.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided e.g. repetition, modelling, peer support. Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning e.g. talk frames, writing frames

Special Educational Needs

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils will have equal access to the School's SEND provision and will be supported/referred as necessary.

Monitoring

- Pupil's acquisition of English to be monitored using EAL scales (best method and need for procurement of outside, ad hoc resources, such as EAL Hub to be investigated).
- Pupil's attainment in curriculum areas to be monitored using:
 - Termly PIPs (Pupil Individual Progress Sheets).
 - Discussion with teaching staff.
 - Annual School Report.

Funding

We receive no funding at present from the Local Authority. External support may be engaged by the school to provide appropriate, targeted teaching for EAL pupils, to help build conversation fluency and sentence structure.

Resources

A range of resources will be procured to support a pupil's linguistic development as required. These can include games, differentiated work sheets, keyword lists, bi-lingual dictionaries and computer software.

Related Policies

- [Safeguarding & Child Protection policy.](#)
- [Prevent Policy/Risk Assessment](#)
- [SEND Policy](#)
- [Accessibility Policy](#)
- [Equality & Diversity Policy](#)

Useful Links:

- <https://flashacademy.com/resources/back-to-school-pack/>
 - <https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/>
 - [EAL HUB - High quality EAL resources, assessment and CPD](#)
-