ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

In this policy the following members of staff are referred to:

TITLE	NAME
Head Teacher	Mia Santa-Humfrey
Executive Head Teacher	Lucas Motion

DEFINITION

The Department of Education definition for English as an Additional Language (EAL) is when "a pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language during early development, a language other than English should be recorded, irrespective of the child's proficiency in English."

Bilingualism is an asset, and the first language supports the development of additional languages. Though English is the educational language of our whole school, it is important to facilitate the continued development of the first language. The first language has an important role in cognitive and academic development and supports the acquisition of English, particularly in the early years. It is easier to transfer a concept, skills and understandings learned in the first language than it is to learn them in an additional language.

AIMS

The aim of the policy is to meet the needs, targets and aspirations of every EAL student.

- Making the pupil feel secure, safe and valued in the new environment
- Welcome, celebrate and value our pupil's life experience, knowledge and culture.
- Value diversity while understanding the social, cultural and language needs of each pupil.
- Create a positive environment where pupils love to learn, grow and understand.
- Increase fluency and proficiency in speaking, listening, reading and writing.
- Monitor progress with data/tracking for classroom management, curriculum and planning.

THE EAL COORDINATOR

This is the Head Teacher and their responsibilities include:

- determining the strategic development of the EAL provision in the School, together with the Board of Directors and Advisors of the New Model School Company.
- having overall day-to-day responsibility for the operation of the EAL policy
- coordinating specific provision for children with EAL
- ensuring all staff understand their responsibilities to children with EAL
- ensuring that teachers are given any necessary information relating to a child's learning support needs so that teaching practices are appropriate

ASSESSMENT

The following procedure will be adopted for all EAL pupils:

- School Registration forms will initially identify EAL pupils
- Entry test for children from Year 1 upwards will be administered as a pre-assessment.
- There will be an instant referral to the EAL coordinator to assess needs and modifications.
- Continued observation by the class teacher and other staff of attainment and progress in line with school procedures
- EAL coordinator will monitor assessments and tracking as necessary and consider steps required for students to gain fluency in English.

SUPPORT

The School will provide texts and resources that suit the pupils' ages and levels of learning. Where appropriate, EAL pupils will be supported with intervention activities to develop their confidence in spoken and written English.

If necessary, for some pupils individual support may be required at an additional cost for a set period of time to address specific language or learning focus.

THE EARLY YEARS PHILOSOPHY

Reception aims to provide access for all children to a broad and balanced learning environment. Our philosophy is that all children 'with or without English as an additional language' should have the opportunity to develop to their full potential, using English as the learning language in the educational environment, as per the EYFS, whilst maintaining and developing the use of their first language. We aim to work within the guidelines for EAL set out by our Local Authority in so far as they relate to pre-school settings.

IMPLEMENTATION AND PRACTICE OF THE EAL POLICY

- All staff members (including those in the EYFS) incorporate a range of key factors to activate prior knowledge and focus pupils on the context or topic:

- Boosting the pupil's self-esteem, confidence, independence and self-awareness. Encouraging and praising all attempts at speech without putting too much pressure on the pupil to speak before they are confident to do so.
- Having high expectations; gradually progressing the pupil from one-word answers. Provide opportunities for the pupil to participate, interact and achieve excellence.
- Assessing the work of EAL children's learning in relation to the national curriculum standards and expectations as early as possible in their school career.
- Recognising the pupil's first language and making it clear that speaking in their first language can be a positive part of the learning process. Sharing cultural diversity and drawing on pupil's knowledge/experience in the teaching process.
- Preparing the classroom and displays so that they reflect an 'inclusive' approach through the use of multicultural/multilingual resources and supplementary materials.

- Ensuring that staff repeat/paraphrase key words or ideas, making clear the meaning in context and moderate the speed of the spoken delivery. Giving the pupil opportunity and time to respond to questions- starting with simple closed questions after they have heard another pupil 'model' a similar answer.
- Giving newly arrived children time by allowing them a 'silent period', which passes once their self-confidence increases. Continue talking to students, reacting to their nonverbal responses/ including them in class/group activities if there is an ongoing 'silent period.'
- There is a zero tolerance in our school community of racist comments or "jokes".
- Using real life/concrete contexts rather than abstract ones. Introducing key concepts/vocabulary visually (such as role play, pictures, and diagrams).
- Preferential seating where staff can be seen. Use of non-verbal communication, picture cards (PECS), mime and gesture.
- Having a buddy system where the student is placed with a sympathetic pupil who ideally shares the first language. The beginner may initially rely on the use the first language to contribute to lessons. Involving other staff members who are bilingual in the pupil's dominant language in the class with them in the lesson if possible
- . Teaching useful phrases (Survival English) to help the pupil function socially.
- Evaluating impact of EAL intervention strategies to ensure children's progression is optimised and meets their individual needs to become confident speakers and writers in English.

Mia Santa-Humfrey
Head Teacher
September 2026

Review approved by Deborah Livsey CEO
New Model School Company Limited
September 2026

Next review date: August 2027