



**A place to belong'**

# **The Haven Wolston**

## **Policy for Pupils with English as an Additional Language (EAL)**

## Control Sheet

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<b>Approved by:</b>	The School Board	<b>Date:</b> November 2024
<b>Last reviewed:</b>	October 2023	
<b>Next review due:</b>	November 2025	
<b>Status:</b>	Approved	
<b>Version:</b>	03	

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**Document History:**

<b>Version</b>	<b>Date of review</b>	<b>Author</b>	<b>Note of revisions</b>
01	October 2022	Martin Cain	Policy updated to reflect fully operational status of the school and increasing number of referrals.
02	November 2023	Anna Besley	Policy reviewed – no amendments required.
03	October 2024	Thomas Page	Policy updated to reflect the changes in assessment used at the school. The amendments also reflect the increased number of pupils and staff.

## 1. Defining English as an additional language (EAL)

The term EAL is used when referring to pupils where the mother language at home is not English. This term applies to students in addition of any other learning needs. The school recognises that these pupils require a more tailored approach to language acquisition.

## 2. Aims

The Haven School Wolston is dedicated to meeting the needs of EAL pupils and supporting them to reach their potential. This policy sets out the school's strategies for meeting those needs.

For pupils with EAL, the School will:

- Welcome them and maintain their self-esteem and identity by valuing the cultural, linguistic and educational experiences that they bring to the school. Pupils with EAL may require extra time for processing oral and written communication and support will be tailored to accommodate these changes.
- Give newly arrived pupils time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Use the SCERTS framework and B-Squared Autism Framework to assess and support students with EAL who also have additional learning needs, ensuring a holistic approach to social communication and academic progress.
- Monitor their progress systematically and use the data generated from this to inform decisions about all curriculum planning.
- Recognise their mother tongue and remember that they may have the potential to become bi-lingual, allowing them to use their mother tongue to explore concepts.
- Implement targeted interventions addressing social communication and individual EHCP needs, with dedicated support from a Speech and Language therapist.
- Recognize that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Help them to become confident in speaking and listening, reading and writing in English to be able to reach their potential.
- Encourage and enable their parents/carers to support their child's education.
- Peer Mentoring will be encouraged with older students supporting younger pupils to develop their communication and language skills.
- Provide and target appropriate reading materials that highlight different ways in which English may be used.
- Provide any support for external examinations as appropriate.
- Use collaborative learning techniques and group them appropriately to ensure they hear good models of English.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Ensure that there are effective opportunities for talking, and that talking is used to support the assessment of writing.

## 3. Legislation and statutory guidance

This policy is based on the [Equality Act 2010](#) and the [SEND Code of Practice](#). It also links to the DFE's guidance on [Developing Quality Tuition. English as an Additional Language](#). This policy is also informed by the [Children and Families act 2014](#), which underpins the development of EHCPs for students with additional learning needs.

## 4. Access and support

- The school will take the following measures to ensure that pupils with EAL are supported to be able to access the curriculum:
- The school admissions process will identify pupils where English is an additional language.
- Information gathering prior to admission, a supported induction programme and the timely implementation of an Individual Learning Plan which will identify any additional support required to meet their learning needs.
- All pupils with EAL will follow the full School curriculum. The school will utilise the SCERTS framework and B-Squared Autism Progress Framework to assess EAL pupils with additional needs, ensuring that tailored interventions are put in place to support them.
- The school will provide appropriate texts and resources to suit the pupils' ages and identified learning needs.
- The school will monitor the progress of EAL students using Evisense software, ensuring that all development and target achievements are tracked and reviewed regularly.
- Where deemed appropriate for pupils who are functioning below their age-related expectations, additional support and/or precision teaching for a set period to address specific language or learning needs.

## 5. Responsibilities

- The Headteacher is responsible for the operation of this Policy. This includes ensuring that:
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  - Parents/carers and staff are aware of this Policy.
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  - All staff involved in teaching pupils with EAL learners liaise regularly Parents/carers and staff are aware of the school's policy for pupils with EAL
- All relevant information for pupils with EAL informs all staff training in planning, teaching and assessment.
- An Individual Learning Plan is in place for each pupil.
- Staff will oversee peer mentoring programs, ensuring that older pupils are adequately trained to support younger EAL pupils.
- Targets for pupils with EAL are set, met and the effectiveness of the provision for them is monitored and quality assured regularly.
- Identify learning difficulties that may be masked by EAL.
- Teachers and LSAs are knowledgeable about all aspects of pupils' abilities and learning needs across the curriculum and that they use this to inform all planning.

## 6. Monitoring arrangements

This policy will be reviewed **annually** by Thomas Page, SENDCO. At every review, it will be approved by the full School Board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Alternative Provision Policy
- Assessment for learning Policy
- Curriculum Policy

- Expectations for learning Policy
- SEND Policy
- Accessibility Plan
- Equality, Diversity and Inclusion Policy
- Pupil Support Policy