



Outcomes
First Group

English as an additional language (EAL) policy



1. Definitions

1.1 English as an Additional Language (EAL) is defined as “*a pupil whose first language is known or believed to be other than English*” and includes pupils who are “*exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration.*” (Department for Education, 2020).

1.2 The Department for Education defines *first language* as “*the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community.*”

1.3 Pupils with EAL may include those who are:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country but previously educated in an English-speaking school
- Born abroad and moved to the UK before starting school
- Born in the UK within a family where the main language spoken is not English
- Seeking asylum or with refugee status

1.4 Due to the broad spectrum of EAL need, pupils will require varying levels and types of provision to enable full access to all aspects of the curriculum.

1.5 A pupil is not regarded as having SEND solely because their home language differs from the language of instruction at school.

2. Purpose

This policy outlines how the school supports pupils with EAL to access learning, achieve positive outcomes, and feel included within a trauma-informed SEMH setting.

3. Identification of Pupils with EAL

Pupils may be identified through:

- Admission information from parents or carers
- Home language data and discussions with pupils and families
- Information from previous schools or professionals
- Baseline and language assessments

Identification focuses on language background and use, not nationality or ethnicity.

4. Principles

- All pupils are entitled to full access to the curriculum.
- Pupils' home languages and cultural identities are valued.
- Language development, communication, and emotional regulation are closely linked.
- High expectations are maintained for all pupils.

5. Provision and Support

- High-quality, inclusive classroom teaching is the primary form of support.
- Strategies may include visual supports, modelling, pre-teaching key vocabulary, adapted language, and alternative ways to demonstrate understanding.
- Reasonable adjustments are made to remove language barriers and support engagement and regulation.

6. Roles and Responsibilities

- **All staff** are responsible for adapting teaching to meet the needs of pupils with EAL.
- **EAL Coordinator** will:
 - Maintain and regularly update an accurate list of pupils identified as having EAL
 - Oversee identification, assessment, and monitoring of pupils with EAL
 - Lead and coordinate EAL-related training for staff
 - Provide guidance and make recommendations on effective practice to meet the needs of pupils with EAL
 - Liaise with families and external agencies where appropriate
- **Senior Leaders** ensure appropriate training, resources, and oversight are in place.

7. Teacher Standards

The Teachers' Standards (2012) state that all teachers must "*adapt their teaching to the strengths and needs of all pupils.*" Pupils who use EAL are explicitly referenced within **Standard 5**, which requires teachers to have a clear understanding of, and use appropriate approaches to meet, the needs of pupils with EAL.

Standard 3 requires teachers to promote high standards of literacy, articulacy, and the correct use of standard English across all subjects. Within this school, this includes explicit language teaching and appropriate adaptations to meet the specific needs of pupils with EAL in an SEMH context.

(DfE: *Teachers' Standards – Guidance for school leaders, school staff and governing bodies*, July 2011; introduction updated June 2013)

8. Working with Families

The school works in partnership with families, using clear communication and translation support where required.

9. Monitoring and Review

The progress of pupils with EAL is monitored alongside academic, social, and emotional development. This policy is reviewed annually.



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