



EAL Policy

2026-2027

Person responsible for the Policy:	Jack Beech
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Signed:	
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Key Changes Made:	

1. Policy Statement

Everly East Academy is committed to providing equitable access to high-quality education for all pupils, including those for whom English is an Additional Language (EAL). We recognise that bilingualism is a strength and that EAL learners may bring valuable cultural, linguistic, and experiential richness to the school community.

As a specialist independent school, many of our pupils have additional learning needs. We therefore adopt a personalised, trauma-informed, and communication-rich approach, ensuring EAL provision is carefully integrated with SEND strategies, multi-sensory teaching, and therapeutic support.

2. Aims

Our aims are to:

- Ensure pupils with EAL can **access the full curriculum** and school life.
- Promote **rapid and meaningful English language development** across speaking, listening, reading, and writing.
- Provide **appropriate scaffolding and differentiation** matched to each pupil's profile, including SEND needs.
- Foster **positive attitudes** towards bilingualism, cultural diversity, and identity.
- Work in partnership with **families, external specialists**, and where appropriate interpreters.
- Ensure EAL identification, assessment, and support follow clear, consistent processes.

3. Definitions

- **EAL Learners:** Pupils whose first language is not English and who use another language at home or in their community.
- **First Language:** The language to which the child was initially exposed during early development.
- **Bilingual:** Competence in two or more languages (to any degree, not necessarily equal).
- **SEND + EAL:** Pupils who have both English language needs and special educational needs and/or disabilities.

4. Identification and Assessment

4.1 Admission & Initial Assessment

Upon admission, the school will gather:

- Home language background
- Previous schooling and educational history
- Literacy levels in first language (where known)
- Level of English proficiency
- Cultural/linguistic factors relevant to learning
- SEND assessments or clinical reports

Where necessary, interpreters or translated documentation are offered to support families.

4.2 Baseline Assessment

Within the first weeks, staff assess the pupil's English proficiency using:

- Classroom observation
- One-to-one language sampling
- Functional communication assessments (e.g., play-based, AAC needs)
- Reading and phonics baseline tools adapted for SEND
- Therapist or specialist input where required

A pupil profile and EAL support plan are created.

5. Roles and Responsibilities

Senior Leadership Team

- Oversees EAL provision and ensures staffing, training, and resources are appropriate.
- Ensures EAL provision integrates with safeguarding, SEND, and curriculum policies.

EAL Lead / Coordinator

- Provides strategic leadership of EAL across the school.
- Supports assessment, intervention planning, and staff training.
- Monitors progress and reports to SLT and governors/proprietor.

Teachers

- Deliver high-quality differentiated teaching responsive to EAL and SEND needs.
- Use visuals, modelling, scaffolds, and structured language development strategies.
- Record progress and adapt planning regularly.

Teaching Assistants & Support Staff

- Support targeted interventions, pre-teaching and reinforcement activities.
- Use consistent communication approaches (Makaton, AAC, PECS, visuals, etc.).

Speech & Language Therapists (where applicable)

- Provide specialist language assessments.
- Advise on receptive/expressive language development, pragmatics, and vocabulary.

6. Teaching & Learning Approaches

6.1 Inclusive Classroom Practice

Teachers will:

- Use **visual supports**, real objects, bilingual labels, communication boards.
- Model clear, accessible English; avoid idioms without explanation.
- Provide scaffolded sentence starters and structured talk opportunities.
- Integrate phonics, vocabulary building, and explicit teaching of language features.
- Provide opportunities for bilingualism, including home language maintenance.

6.2 SEND + EAL Adaptations

For pupils with SEND:

- Combine language goals with EHCP outcomes where appropriate.
- Ensure access to AAC, Makaton, or other communication systems.
- Use multi-sensory methods for comprehension and vocabulary acquisition.
- Provide extended processing time and simplified instructions.
- Use therapeutic approaches (e.g., SALT programmes, sensory regulation strategies).

6.3 Interventions

Targeted interventions may include:

- Small-group or 1:1 EAL language sessions

- Pre-teaching topic vocabulary
- Rehearsal of narrative skills
- Language-rich social communication groups
- Bilingual support (if available)

7. Curriculum Access & Differentiation

EAL learners have full access to the curriculum. Staff differentiate:

- Content (simplifying, chunking, sequencing)
- Language expectations (adjusting output required)
- Tasks (offering alternatives such as visuals, spoken responses, AAC)
- Support (adult modelling, sentence frames, peer support)

Assessment tasks are also adapted so that language barriers do not mask understanding.

8. Assessment & Progress Monitoring

Staff assess progress in:

English Language Development

- Vocabulary acquisition
- Sentence structure
- Functional communication
- Speaking & listening
- Reading comprehension
- Writing development

Cognitive and Curriculum Progress

Ensuring that any difficulties are not misinterpreted as SEND unless evidence indicates so.

EAL and SEND leads collaborate to avoid mis-diagnosis and ensure needs are clearly disentangled where possible.

9. Partnership with Parents and Carers

We will:

- Provide interpreters for key meetings when required
- Offer translated materials where possible
- Encourage parents to continue using their home language
- Maintain open, culturally sensitive communication
- Seek cultural information that may support curriculum relevance or pastoral care

10. Staff Training and Development

The school provides regular training in:

- EAL teaching strategies
- Language development in SEND contexts
- Trauma-informed communication
- Cultural competency and anti-racist practice
- AAC and alternative communication systems
- Collaborative practice with SALT, OT, and Educational Psychologists

11. Resources

The school will maintain a range of resources, including:

- Dual-language books
- Visual timetables and communication boards
- Vocabulary mats
- Culturally diverse materials
- EAL assessment tools
- Technology to support translation and communication

12. Monitoring, Evaluation & Review

The EAL Lead and SLT will:

- Conduct termly reviews of individual progress

- Monitor planning, interventions, and classroom practice
- Gather pupil voice where appropriate
- Evaluate effectiveness and adjust provision
- Report annually to the governing body/proprietor

The policy is reviewed at least annually or earlier if legislative or school changes require.

13. Links to Other Policies

This policy should be read alongside:

- SEND Policy
- Teaching and Learning Policy
- Curriculum Policy
- Assessment Policy
- Safeguarding & Child Protection Policy
- Behaviour/Positive Handling Policy
- Equality & Diversity Policy
- Data Protection Policy