



# EAL Policy (English as an Additional Language)

Welcoming people from all over the world into our Federation, we are committed to providing all students the opportunities they need to fulfil their potential in order that they can go on to contribute to and serve the wider community, living their lives in all its fullness. Our EAL provision plays a key role whereby we support students inside and outside of the curriculum, so that they are fully immersed in the classroom. In addition, the EAL coordinator plays a key role in ensuring that students and their families are part of our St. Augustine's community.

<b>Approved by:</b>	Governing Body	<b>Date:</b> January 2026
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<b>Next review due by:</b>	January 2028	

St Augustine's Federated Schools have consciously considered how this policy may affect people who share protected characteristics and have due regard for those whose identity is protected under the Equality Act 2010.



## Rationale

The purpose of this policy is to outline the Federation's approach to identification and meeting the needs of students who are classified as having English as an additional language (EAL). In addition to this, it is to raise awareness of the Federation's obligations in order to support the planning, organisation, teaching and assessment procedures, and also highlight the implementation of resources and strategies in order to meet the needs of all EAL students. The end result is to raise student achievement.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Definition

In defining EAL we have adopted the following definition:

*'An EAL student is a student whose first language is not English. This encompasses students who are fully bilingual and all those at different stages of learning English.'*

### **EAL students may be:**

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English-speaking school
- Born abroad, but moved to the UK at some point before starting school or
- Born in the UK, but in a family where the main language is not English.

### **The Department for Education (DfE) and EAL in the National Curriculum**

The Department for Education (DfE) defines 'first language' as *'The language to which a child was initially exposed during early development and continues to be exposed in the home or in the community'*. For almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

Through the National Curriculum, the DfE expects effective teaching and learning for EAL to take place within the curriculum:

- Teachers must take account of the needs of student's whose first language is not English. Monitoring of progress should take account of their age, length of time in this country, previous educational experience and ability in other languages.
- The ability of students for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help them develop their English and aim to provide the support students need to take part in all subjects.

## St Augustine's Context

The population at the Federation is 85% EAL with over 30 home languages, the most common being, Arabic, Somali, Kurdish and Portuguese. The students come from a broad spectrum of backgrounds. Every new arrival is assessed by the EAL Coordinator. Their stages of English as specified by the DfE are then recorded.



Information is also collected on the student's:

- family
- linguistic background and competence in another language/s
- previous educational experience.

This informs school on how best to support the student. The EAL Coordinator uses a holistic approach as identified by The Prism Model of Thomas and Collier. The coordinator also follows the descriptor codes of the Bell Foundation, a charity which aims to overcome exclusion through language education.

## **Principles Underpinning the Work of the Department at St Augustine's**

Students with EAL have the right to a differentiated and stimulating learning environment where their languages and cultures are valued. They are entitled to the same educational opportunities as their monolingual peers with access to a broad, balanced and relevant curriculum.

EAL learners are not a homogeneous group. They have distinct and different needs affected by, amongst other things, their previous experience of schooling and literacy in their first language; the age at which they enter the UK educational system and their home and communities' expectations of education and their language. Some students have suffered emotional and psychological trauma as a result of loss and displacement in their countries of origin. Thus, the school uses a trauma informed approach.

Students' general and language knowledge must be considered when placing them in learning groups, setting targets in different areas of the curriculum, and planning teaching and learning.

EAL learners make the best progress within a whole school context, where students are educated with their peers. This strategy enables them to:

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Bilingualism is viewed as a positive and life enriching asset.

The Federation structure, pastoral care and inclusive ethos help EAL students integrate into school whilst valuing diversity

### **The role of EAL Coordinator:**

- Induction of newly arrived EAL students and initial assessment of language stage of EAL students
- Oversee and monitor full immersion of EAL students in the classroom
- Monitoring EAL students' progress and record on SIMS
- Liaising with teaching staff
- Liaising with the pastoral care team
- Liaising with Head of Student Support Services
- Providing advice through TEAMS on classroom strategies, inclusive curriculum materials and differentiation of resources for EAL students to support and include EAL students.
- Developing partnership with parents
- Liaising and developing partnerships with external agencies
- Collaborative planning and guidance, including advice on strategies and resources, inset courses language needs assessment and linguistic, cultural and social background
- Providing staff development sessions on differentiation for EAL students.



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## **Integration of EAL Pupils and their Families into our Schools**

Parents are provided with information and strategies to support their children at home with their studies, and encouraged to continue the development of their first language which in many cases can be taken at GCSE and 'A' level.

We celebrate linguistic, cultural and religious background of all students and educate the whole Federation about the diverse languages and cultures represented within our community through the curriculum, assemblies and extra – curricular activities such as trips and speakers.

### **Assessment and Monitoring (in the High School)**

The initial assessment forms the basis of student records, which are recorded on BROMCOM and Teams.

New arrivals coming from abroad often do not have any prior data and we endeavour to provide them with targets and grades after a suitable time of settling in. In order to achieve this, they sit Cognitive Ability Tests, which are used to set realistic aspirational targets as well as highlight any potential challenges. These tests are repeated before entering a new Key Stage in order to provide increasingly robust targets and measure progress in line with their cohort.

### **The day-to-day role of the EAL Coordinator**

- Identifying and keeping records of learners using EAL monitoring their progress in English and working with colleagues to track their curriculum attainment
- Identifying and assessing pupils' language development needs; planning and monitoring support where and when required
- Supporting staff to develop their understanding and use of EAL pedagogy
- Working with the Head of Student Support Services and senior leadership to ensure the needs of learners using EAL are embedded within the school development plan
- Working with colleagues to ensure that the curriculum and resources reflect the diversity of the school community and support learning
- Liaising with subject leaders and subject teachers and creating resources for the units/topics taught half termly
- Sharing resources on Microsoft Teams with subject teachers
- Working with parents/carers to support their role in their children's learning (resources for advice from The Bell Foundation)
- Study support option with EAL Coordinator in year 10 and 11, focusing on GCSE English and Entry level
- Coffee mornings for EAL parents new to English
- Liaise with exam officer to ensure that students can do a GCSE in their home language when available (some languages are not available in GCSE)
- 1-1 targeted support for post-16 options in year 11.

### **The coordinator brings particular expertise to a mainstream classroom. This includes an awareness of:**

- Assessment and recording of EAL students' progress.
- Equality of opportunity.
- Supporting identified EAL pupils within their year group through planning activities in collaboration with the class teacher.
- The role of language in learning and effective classroom practice.
- Experience of the language development of students.



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- Knowledge of the students in the classroom.
- Work in collaboration with subject leaders and teachers to develop differentiated materials for early-stage students
- Suggest strategies to the classroom teacher to enhance opportunities for language development and understanding of the curriculum



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