

EAL Policy

Related Policies

Safeguarding Policy

Prevent Policy

Complaints Policy

Curriculum Policy

Admissions Policy

Policy Information	
Policy Author: A Hulme	
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Information		
Principal: Amy Clewlow		
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English as an Additional Language (EAL) Policy

Mission Statement

"We facilitate an innovative, nurturing education for young people aged 11–16 years who do not connect with a mainstream offer. We provide day, weekly, and termly places in our homely and supportive environment."

1. Introduction

Intuition School is committed to providing a happy, secure, supportive, and motivating environment to enable all pupils and staff to succeed academically, socially, and emotionally.

We strive to provide high standards of learning, teaching, and pastoral care, recognising each individual's abilities and encouraging them to develop their full potential. Everyone is valued highly, and the values of honesty, co-operation, sensitivity, tolerance, and mutual respect are fostered.

We are committed to the development of the whole person, providing a broad and balanced curriculum through the structured timetabled day, extended curriculum, and targeted intervention strategies.

All pupils need to feel safe, accepted, and valued in order to learn. For pupils with English as an Additional Language (EAL), this includes recognising and valuing their home language, cultural background, and prior educational experiences. Bilingualism is a strength, and EAL pupils are seen as making a valuable contribution to the school community.

This policy aims to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL, ensuring full access to the curriculum and raising pupil achievement.

Statutory links:

- DfE EAL Guidance (2018)
- Children and Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010

2. Aims

Intuition School aims to:

- Ensure EAL pupils have full access to the curriculum and all school opportunities.
- Remove barriers to learning and participation.
- Provide a safe, welcoming environment, particularly for International New Arrivals (INA). Support pupils' academic, social, and emotional development.
- Recognise that EAL is not a Special Educational Need (SEN) but may create additional needs in terms of language access.
- Celebrate and encourage first-language development and contributions to the wider community.

3. Key Principles of Language Acquisition

- EAL pupils are entitled to the full curriculum, and all teachers share responsibility for English language development as well as subject content.
- Language learning is most effective when embedded in purposeful contexts across all subjects.
- Home languages should be recognised, valued, and encouraged.
- Academic fluency in English may take 5–7 years; everyday conversational English develops faster.
- Knowledge and skills in a pupil's first language support acquisition of additional languages.
- Assessment methods are checked for cultural bias and sensitivity is applied to early stage EAL learners.
- Additional specialist support may be required to assess, monitor, and advise on EAL pupils.
- Staff have regular coaching time to discuss pupil progress, needs, and targets.

4. Planning, Monitoring, and Evaluation

- EAL targets are appropriate, challenging, and reviewed regularly, distinct from SEN targets.
- Curriculum planning integrates both subject objectives and EAL specific goals.
- Staff observe, assess, and record language development systematically.
- Planning considers linguistic, cultural, and religious backgrounds.
- Progress is reviewed through Achievement Group Meetings, with support coordinated by the EAL Co-ordinator/SEND Co.

5. Teaching Strategies

- Lessons have clear learning objectives with appropriate support.
- Key vocabulary, grammatical structures, and text forms are explicitly taught.
- Speaking and listening opportunities are enhanced through drama, role-play, and collaborative activities.
- Visual support is provided: pictures, diagrams, posters, and gestures.
- Verbal scaffolding includes repetition, modelling, peer support, and talk frames.
- Lessons move from concrete to abstract concepts, with discussion provided before, during, and after reading and writing activities.
- Scaffolding is provided for language and learning, for example talk frames and writing frames.
- Where possible, first-language support is encouraged.

6. Special Educational Needs Pupils

- All on roll pupils have an EHCP and therefore have SEN. For pupils accessing alternative provision arrangements, this may not be the case. Not all students with EAL have SEN.
- Should SEN needs be identified during assessment, EAL pupils have equal access to appropriate provision in line with the curriculum & SEN Policy.

7. Parental and Community Involvement

- Staff strive to encourage parental and community involvement by providing a welcoming induction process for newly arrived pupils and their families.
- Use of plain English, translators, and interpreters where appropriate ensures good communication.
- Staff identify linguistic, cultural, and religious backgrounds and establish contact with the wider

community.

- Achievements of EAL pupils are celebrated in the wider community.
- Parents are supported in continuing the development of their child's first language at home.

8. Key Principles

- Acquisition of English is crucial to fulfilling academic potential, raising economic prospects, and inclusion in school and society.
- EAL pupils require approximately 5–7 years of English-speaking education to acquire academic fluency.
- EAL students have temporary additional needs primarily related to language acquisition, distinct from SEN, and are not automatically lower ability.
- EAL pupils have potential strengths as well as additional needs, including social emotional and cultural dimensions.

9. Roles and Responsibilities

- The Principal has overall responsibility for policy implementation.
- The SENCo manages operational implementation, planning, monitoring, and evaluation.
- All staff are responsible for ensuring full access and integration of EAL pupils and acting in the pupil's best interests.
- Staff are responsible for identifying incoming EAL pupils, sharing information with colleagues, integrating pupils into mainstream classes, and maintaining the EAL register.

10. Approach to Teaching and Learning

- Teachers will nurture language development alongside subject teaching.
- Teachers will support students with varied educational experiences and social integration challenges.
- Stable social groups will be built alongside academic instruction to support learning and wellbeing.

11. Placement

- EAL pupils are placed according to cognitive and academic ability, not language alone.
- Pupils are integrated with fluent English speakers for modelling.
- INA pupils receive calm, supportive classes, prioritising social emotional needs if appropriate.
- EAL pupils have full access to the curriculum

12. Admissions, Identification, and Tracking

- Background information on EAL pupils is collected sensitively from families and previous schools. Needs are often identified in an EHCP.
- EAL pupils are identified at transition, with INA pupils following the International New Arrivals Induction & Enrolment Protocol.
- EAL pupils are assessed using the NASSEA framework and mapped to the EAL Progression Map for interventions and support. Consideration is given to SEN needs.
- Monitoring occurs through Achievement Group Meetings with EAL Co-ordinator and pastoral staff.

- Information regarding EAL needs is communicated to subject teachers.

13. Resources

- Resources include bilingual dictionaries, key word lists, visual cues, and literacy interventions.
- Curriculum areas share responsibility for resource development and deployment.

14. CPD

- All staff receive CPD sessions focused on supporting EAL across the curriculum.
- Staff in specific EAL roles access additional specialist CPD identified through Performance Management and liaison meetings.
- Training focuses on language development strategies, supporting INA pupils, and cultural awareness.

15. Review and Evaluation

- School data includes ethnic minority and EAL pupil performance.
- Monitoring informs planning, target setting, and resource allocation.
- The EAL policy is reviewed annually and updated in line with national guidance and best practice.