




## English as an Additional Language Policy

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CONTENTS	Page
1. Introduction	2
2. Aims	2
3. Roles and Responsibilities	3
4. Procedures	5
5. Monitoring	6
6. Legislation and Guidance	6
Appendix 1	7

## 1. INTRODUCTION

Hope House School is an independent special school that caters for pupils with a diagnosis of Autism and related Special Educational Needs. We therefore believe that the development of language and literacy skills is of the highest priority, as language is the main tool of learning and communication in all aspects of school life and the world beyond. In our school all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child’s individual needs and experiences.

We celebrate children who are bi-lingual, and some multi-lingual children are able to participate fully in all areas of the curriculum and our schooling community. However, a number of children may join the school in various year groups from various parts of the world, for a variety of reasons and with a variety of levels of competence in English.

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out Hope House School’s aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

## 2. AIMS

- To give all pupils the opportunity to overcome any barrier to learning, assessment and making progress;
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school;
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum;
- To help EAL pupils to become confident and fluent in speaking and listening, reading

and writing in English, where possible, to be able to fulfil their academic potential;

- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practice and extend their use of English;
- To encourage and enable parental support in improving children's attainment.

### 3. ROLES AND RESPONSIBILITIES

3.1 At Admission, the SENDCo will obtain, collate and distribute information on new pupil with EAL to members of staff as appropriate, including:

- language(s) spoken at home;
- information on level of English studied/used, from the previous school;
- details of curriculum support at previous school.

3.2 The Deputy Headteacher will:

- Oversee initial assessment of pupils' standard of English;
- Assess the skills and needs of pupils with EAL and advise on appropriate provision throughout the department;
- Give guidance and support in using the assessment to determine support strategies, resource allocation and set targets;
- Ensure that relevant information on pupils with EAL reaches all staff ;
- Monitor standards of teaching and learning of pupils with EAL;
- Report to the Head on the effectiveness of the above and the progress of pupils;
- Monitor progress and identify any gaps in progress that may be due to a pupil's EAL;
- Ensure that parents and staff are aware of the school's policy on support for pupils with EAL;
- Establish training in planning, teaching and assessing EAL learners for staff as required;
- Ensure that challenging targets for pupils with EAL are set and met.

3.3 The Class teacher role is:

- To be knowledgeable about pupils' abilities and the support needs required to enable access to an appropriate curriculum;
- To use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping;
- To discuss with the Deputy Headteacher any EAL concerns with a specific pupil;
- To monitor pupils' progress and use the data in decisions about future

interventions and support for the pupil;

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

#### 4. PROCEDURES

##### School/class ethos

- Classrooms will to be fully inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the pupil's home language; boost the pupil's self-esteem.
- Identify the pupil's strengths.
- Acknowledge the time it takes to become fluent in an additional language.

##### Assessment

- the class teacher should be aware of any EAL needs as identified in the initial assessment. There is likely to be reference to it on the pupils Education and Health Care Plan (EHCP)
- the pupils individual management strategies and the support put in place to enable access to learning and assessment will be detailed in the pupils personal development plan.

##### 4.1 Access and support

- Pupils will follow an individually designed curriculum that meets their needs and enables progress towards meeting the outcomes detailed in their EHCP. The school will provide resources that suit the pupils' ages and levels of learning, for example texts and artifacts.
- Additional support will be provided by a Teaching Assistant or other adult, either within lessons, outside of lessons or through withdrawal from lessons.
- In safeguarding EAL pupils, school will adopt a similar approach to safeguarding children with no verbal language skills by the use of the preferred communication system. Appropriate translation services can be used to support any child/adult who needs it during any safeguarding situation.
- Hope House School will ensure that where English is not used by parents in the family home, that appropriate translation services are available. This could be by way of other family members, the commissioning of specialist translation services or the use of online translation services including AI technology where appropriate.

##### 4.2 Teaching and Learning

Teachers will help pupils learning English as an additional language in a variety of ways:

- Show differentiated work for EAL pupils in planning.
- Have high expectations of pupils.

- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils may need more time to process answers.
- Allow pupils to use their home language to explore ideas and concepts.
- Ensure that EAL pupils hear good models of English.
- Use a variety of teaching and learning techniques.
- Ensure that a wide range of vocabulary is used as appropriate. This includes 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.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing.
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another.
- Staff will ensure pupils and their parents' names are pronounced correctly. English variants and diminutives should only be used if agreed by the pupil's family or the child them self
- Additional visual support as part of Alternative and Augmented Communication (AAC) systems will be used. Staff need to be aware of any cultural sensitivities if symbols and/or images are to be used

## **5. MONITORING AND EVALUATION**

The above principles will be incorporated into the target setting for students.

- The evaluation will be carried out by monitoring the academic progress of the student against their starting point.
- We will use lesson observation, book looks and pupil progress data to evaluate the effectiveness of teaching strategies.
- Progress is tracked annually at Annual Reviews of EHC plans, and termly at Pupil Progress meetings
- Evaluation will take place in conjunction with Speech and Language assessments where appropriate

## **6. LEGISLATION AND GUIDANCE**

This Policy should be read in conjunction with:

- 'The Equality Act 2010; Advice for schools  
[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## Appendix 1: Information from The Bell Foundation

### Education Policy: Learners who Use EAL in England

The rich diversity of England's culture, society and language, which has evolved over centuries, is reflected in schools. Many pupils arrive at school already speaking more than one language, with English being their second, third or fourth language. This linguistic diversity is accompanied by pupils' diversity in prior exposure to English; prior experiences of schooling, their length of residence in England and their social circumstances. Official figures show a marked increase over the last two decades in the number of pupils who use English as an Additional Language (EAL). There are almost 1.6 million pupils who use EAL in maintained schools in England, a number which has more than doubled since 2006. This makes pupils who use EAL a key characteristic of student bodies in many schools.

National data on the numbers of pupils who use EAL in schools in England is gathered via the school census. The Department for Education (DfE) records a pupil as using EAL if 'they are exposed to a language at home that is known or believed to be other than English.' This means that if a pupil is identified as using EAL when they start school at 3-5 years old, they will continue be recorded as an EAL user throughout their education and their life.

### EAL in the National Curriculum

There is no specific EAL curriculum, instead the DfE expect that effective teaching and learning for learners using EAL happens through the National Curriculum: Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils 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 pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

[Statutory Guidance, National curriculum in England](#): Framework for key stages 1 to 4, Updated 2 December 2014

### Teacher Standards

The Teachers' Standards (2012) state that it is the responsibility of all teachers, whatever their subject, to "adapt their teaching to the strengths and needs of all pupils". Learners who use EAL are mentioned specifically in Section 5: 'Adapt teaching to respond to the strengths and needs of all pupils', but there is relevance to teaching and learning for EAL learners throughout the standards.

Standard 5 states that teachers should '...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'

Standard 3, which expects a teacher to "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the

teacher's specialist subject" also goes some way to addressing a need for explicit language teaching, but fails to recognise the unique needs of learners using EAL.

[DfE: Teachers' Standards Guidance for school leaders, school staff and governing bodies July 2011](#) (introduction updated June 2013)

### Education Inspection Framework

The revised [Education Inspection Framework](#) (EIF) from Ofsted, which came into effect in 2025, makes explicit reference to pupils who use English as an Additional Language (EAL) under gathering information about curriculum and teaching. Specifically, Inspectors will consider the extent to which:

- leaders and teachers recognise that these pupils already speak at least one language, and do not lower their expectations of them
- teachers assess pupils' English language proficiency accurately and regularly
- teachers recognise that providing opportunities for pupils to talk with staff and peers during lessons is particularly important; teachers help pupils articulate what they know and understand by scaffolding, modelling, extending and developing their ideas
- teachers focus on the vocabulary pupils need, including subject-specific vocabulary, to help them understand new concepts; they keep explanations clear and precise
- teachers develop and extend pupils' language carefully and deliberately, with plenty of repetition
- teachers ensure that pupils learn to read using systematic synthetic phonics as soon as possible, so that they have access to a wide range of literature that will accelerate their understanding of English