

IRIS School

English as an Additional Language (EAL) Policy

1. Purpose

This policy outlines how the school supports pupils for whom English is not their first language. It ensures that EAL students are able to **access the full curriculum, develop English proficiency, and achieve their potential academically, socially, and personally.**

2. Aims

The school aims to:

- Identify and support pupils with EAL needs at the earliest opportunity.
- Enable EAL pupils to develop their English skills in **speaking, listening, reading, and writing.**
- Promote full access to a **broad and balanced curriculum.**
- Celebrate linguistic and cultural diversity within the school community.
- Ensure staff are aware of EAL strategies and implement them effectively in all lessons.
- Involve parents and carers in supporting language development.

3. Definition

An **EAL learner** is a pupil who has been exposed to a language other than English during early development and continues to be influenced by that language in the school setting. EAL is **not a special educational need (SEN)**, though some EAL learners may also have SEN.

4. Roles and Responsibilities

Headteacher

- Oversees the implementation of the EAL Policy.
- Ensures adequate resources and training are available for EAL provision.

EAL Coordinator / SENCo

- Maintains a register of all EAL pupils and their proficiency levels.
- **Assesses pupils on entry and monitors progress** (see Section 5).
- Provides staff with **strategies and resources to support EAL learners:**
 - **Training and Guidance:** CPD sessions, induction guidance, DfE/CEFR framework support.
 - **Classroom Strategies:** Visual supports, sentence starters, modelling, peer collaboration, scaffolding, pre-teaching vocabulary.
 - **Resources Provided:** Bilingual dictionaries, simplified materials, subject-specific vocabulary, graded readers, assessment checklists, online resources.
 - **Collaborative Planning:** Work with subject leaders to embed language development, identify language demands, and provide in-class support.

- **Monitoring and Feedback:** Observe lessons, give constructive feedback, track language progress alongside academic achievement.

Teachers and Support Staff

- Differentiate teaching and learning activities to meet the needs of EAL pupils.
- Use visual, verbal, and contextual support in lessons.
- Encourage collaborative learning and peer support.
- Provide formative feedback that supports language development.
- Monitor and record progress regularly.

5. Identification and Assessment

On admission, the EAL Coordinator gathers background information through a **language and academic profile**, including:

- Home language(s) spoken
- Country of origin and length of time in the UK
- Previous schooling and literacy levels in the first language
- Any additional educational needs

Pupils complete a short **baseline assessment** in reading, writing, speaking, and listening.

English proficiency is assessed using a recognised framework, such as the DfE Proficiency Scale (A–E) or CEFR levels (A1–C2).

English Proficiency Assessment Framework

| DfE Scale | Descriptor | Approx. CEFR Level | Example Indicators of Ability |
|---------------------------|---|--------------------|--|
| A – New to English | Beginning to use English for a few simple purposes. | A1 | May understand basic greetings, names of familiar objects, and short classroom instructions but relies heavily on gestures or home language. |
| B – Early Acquisition | Developing ability to communicate in English for basic needs. | A1–A2 | Can understand and use short sentences and simple vocabulary; may need support with complex instructions. |
| C – Developing Competence | Able to take part in learning with support. | A2–B1 | Understands simple connected speech and can express ideas in limited vocabulary; written work may have errors but meaning is clear. |

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|---------------|---|-------|--|
| D – Competent | Can access most of the curriculum in English, though may still need support with academic language. | B1–B2 | Understands the main points in discussions and texts; can write structured paragraphs with some errors. |
| E – Fluent | English proficiency is comparable to native-speaking peers. | B2–C1 | Can use complex language accurately and confidently in most subjects; may still need support with idiomatic or academic expressions. |

How It's Used:

- On entry, each EAL pupil is placed on a starting proficiency level (A–E).
- Teachers plan lessons with **differentiated language goals** based on this level.
- Progress is **reviewed termly**, and movement between stages is recorded by the EAL Coordinator.
- Progress is shared with teachers and parents to inform ongoing support.

6. Provision and Support

- EAL learners are supported **within mainstream lessons** through differentiated teaching.
- Additional small-group or one-to-one support may be provided where necessary.
- Teachers plan activities that develop **academic language** alongside conversational English.
- Pupils are encouraged to maintain and develop their **first language** alongside English.

7. Teaching Strategies

- Pre-teach key vocabulary.
- Use visual aids, modelling, and scaffolds.
- Provide opportunities for structured talk.
- Differentiate tasks to match language proficiency.
- Encourage peer support and collaborative learning.

8. Assessment and Record Keeping

- Assessment considers both **language development** and **subject knowledge**.

- Marking prioritises content and understanding before grammar in early stages.
- Progress is reviewed termly by the EAL Coordinator and subject teachers.

9. Parental and Community Involvement

- Communicate with parents using **translated materials** where possible.
 - Encourage support for learning at home in **English and home language**.
 - Celebrate cultural and linguistic diversity through school events.
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10. Staff Training

- All staff receive training on **EAL awareness and inclusive strategies**.
- New staff are briefed on the EAL policy during induction.
- The EAL Coordinator shares **best practice updates annually**.

11. Monitoring and Evaluation

- Reviewed annually by the Senior Leadership Team.
- Effectiveness evaluated through **pupil progress, classroom observation, and stakeholder feedback**.

12. Related Policies

- Teaching and Learning Policy
- SEND Policy
- Admissions Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy

13. Review

This policy will be reviewed **annually** or sooner if required to reflect changes in best practice or legislation.

Reviewed: September 2025

Next Review: September 2026

Lead: EAL Coordinator / SENCo

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