

Journey Independent School English as an Additional Language (EAL) Policy

September 2026



Policy: English as an Additional Language (EAL)

Implementation Date: September 2026

Review Date: September 2027

Date Policy Agreed: September 2026

Journey Independent School is committed to providing an inclusive, supportive learning environment where pupils with English as an Additional Language can thrive academically, socially, and emotionally. We recognise that multilingualism is an asset, and we value the linguistic and cultural diversity our EAL learners bring to our school community.

This policy outlines our approach to identifying, supporting, and monitoring the progress of EAL pupils, ensuring they have full access to the curriculum and can participate meaningfully in all aspects of school life.

Regulatory Framework

This policy ensures compliance with the Independent School Standards Regulations, the Equality Act 2010. It is designed to be read in conjunction with the school's Equal Opportunities, and SEND policies.

Definition

A pupil is identified as having English as an Additional Language when they have been exposed to a language other than English during early childhood and continue to be exposed to that language at home or in the community.

EAL is not considered a learning difficulty; it is a stage in a pupil's language development. *Journey Independent School recognises that some EAL pupils may also have SEND, and these distinct needs will be assessed and supported individually.*

Aims

- Ensure all EAL pupils can access the full curriculum and reach their academic potential
- Provide targeted language support that develops proficiency in listening, speaking, reading, and writing
- Foster an inclusive culture that values and celebrates linguistic and cultural diversity
- Promote high expectations for all EAL learners
- Work in partnership with parents and carers to support pupils' language development
- Equip all staff with the knowledge and strategies to support EAL learners effectively

Identification and Assessment

Admission

On admission, we gather information about each pupil's language background through:

- Information provided on EHCP or admissions form provided by Local Authority
- Discussion with the family about the pupil's language use and proficiency
- Discussion with multiagencies
- Review of previous school records where available

Initial Assessment

New EAL pupils receive an initial assessment to establish their current level of English proficiency, covering:

- Listening and comprehension
- Speaking and oral communication
- Reading
- Writing

Assessment outcomes inform an individualised support plan and appropriate placement.

Ongoing Assessment

EAL pupils are assessed regularly using the school's standard assessment framework alongside EAL-specific proficiency scales. Progress is tracked regularly to ensure interventions remain appropriate and effective.

Provision and Support

Classroom Practice

All teachers are responsible for supporting EAL learners within their lessons. Strategies include:

- **Pre-teaching vocabulary** — Introducing key terms before lessons
- **Visual support** — Using images, diagrams, graphic organisers, and real objects
- **Modelling** — Demonstrating tasks and providing worked examples
- **Scaffolding** — Offering writing frames, sentence starters, and structured talk activities
- **Collaborative learning** — Pairing EAL pupils with supportive peers
- **Differentiated resources** — Adapting texts and tasks to match proficiency levels while maintaining cognitive challenge
- **Explicit language instruction** — Teaching the language demands of each subject

Additional Support

Where appropriate, EAL pupils may receive:

- Small-group or one-to-one language intervention sessions
- Access to bilingual resources or translation tools
- Support from specialist EAL staff or trained teaching assistants
- A buddy or mentor system to aid social integration

Staff Training

All staff receive training on:

- Understanding the needs of EAL learners
- Effective strategies for language development across the curriculum
- Cultural awareness and inclusive practice

Training is updated regularly and forms part of the school's continuing professional development programme.

Working with Parents and Carers

Journey Independent School recognises that parents play a crucial role in a child's language development. We encourage parents to maintain and develop their home language, as secure first-language literacy aids the acquisition of additional languages.

Communication with parents is maintained through parents' evenings, reports, and, where necessary, the use of translation services or multilingual staff.

To further collaborate with parents and carers we will:

- Provide translated communications where practicable
- Use interpreters for meetings when needed
- Offer guidance on supporting English language development at home

Monitoring and Evaluation

The effectiveness of this policy is monitored through:

- Termly tracking of EAL pupil progress against expected outcomes
- Analysis of attainment and progress data by EAL status
- Pupil voice and wellbeing surveys
- Annual review of provision by the EAL Coordinator and Senior Leadership Team
- Governor oversight through regular reporting

Review

This policy will be reviewed annually by the Senior Leadership Team.

Journey Independent School is committed to ensuring that all pupils, regardless of their language background, are supported to succeed.