



# MILTON ABBAY SCHOOL

<b>ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY</b>	
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## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

### **Introduction**

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language (EAL), i.e. pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the National Curriculum and the broader life of the school.

Throughout this policy, and in other related policies and documents, these pupils are referred to as 'EAL pupils' or 'EAL learners'.

### **EAL and SEN**

In our school we have:

Pupils who are learning English as an Additional Language  
...and...

Pupils who are learning English as an Additional Language and have Special Educational Needs (SEN).

### **Aims**

- To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- To meet our responsibilities to our EAL pupils by improving their access to the National Curriculum (and other education opportunities) and facilitating the achievement of their education potential.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.
- To ensure both sponsored and non-sponsored pupils are immersed within all areas of school life.

### **Objectives – School**

- To ensure that all our EAL pupils participate in the life of the school, and gain access to appropriately planned and prepared mainstream and National Curriculum provision.
- To support our EAL pupils in attaining public examination grades appropriate to their abilities.
- To seek, and make use of, appropriate advice, guidance, support and training.
- To hold regular meetings with teachers and stakeholders and ensure continuous development of EAL pathway.
- To formally assess on arrival and monitor progress of our EAL pupils' acquisition of English, via the option to prepare for, and sit (where appropriate), Cambridge English examinations (including A2 Key, B1 Preliminary, B2 First, IELTS); of their general achievement, via communication from subject teachers; and of their attainment in public examinations/end of key stage assessment.
- Conduct face-to-face interviews (in person or online) during the admission process held by fully qualified teachers to support gathering of information through assessments, reports and verbal mediums.

### **Objectives – Pupils**

- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL pupils the knowledge and skills to use English to understand and produce written texts.
- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.
- To give Sixth Form EAL pupils specific academic skills through the IELTS exam course to prepare them for further education.

### **Underlying Principles**

- Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English-speaking pupils.

- Well-planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils.
- Having a home language other than English is not a 'learning difficulty'. However, EAL pupils are placed on the SEN register in a separate EAL section.
- It is recognised that an EAL pupil may also have a specific learning difficulty, in which case appropriate support will be given. EAL Pupils generally have between one and three EAL lessons per week. If they also have significant SEN, they may have additional (usually 1-3) lessons within the main Learning Development department.

### **Roles and Responsibilities**

The Head of Learning Development, SENCO and Lead teacher of EAL are the members of staff responsible for co-ordinating, and maintaining an overview of, this aspect of our school's work. Responsibilities include:

- Identifying EAL pupils; This is usually achieved at the Admissions stage, through the use of EAL placement testing (English in Mind paper test and / or Password computer test). However, several members of the Learning Development department hold appropriate EAL qualifications and can therefore carry out these assessments and provide feedback on them.
- Ensuring that EAL pupils are integrated into mainstream classes. As our EAL pupils improve their level of English, this increases their access to the National Curriculum.
- Maintaining an EAL register and monitoring progress via end-of-unit vocabulary/grammar reviews and mock/real tests for KET/PET/FCE/IELTS where applicable, and/or via feedback from subject teachers.

### **Teaching and Learning**

We will:

- Plan for and provide specific time for pupils with EAL needs.
- Follow appropriate English language qualification syllabus if requested.
- Offer EAL Support for pupils with their assignments in a variety of BTEC, GCSE and A-level subjects, including helping to teach topic/subject-relevant vocabulary, structures etc where appropriate.
- Provide opportunities to develop listening, speaking, reading and writing skills.
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.

### **Monitoring and Review**

This policy will be reviewed by the Head of Learning Development and Deputy Head Academic on an annual basis.