



Cabot
Learning
Federation

EAL Policy

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History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
4 th February 2026	Whole Document	New Policy	

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History of most recent Policy changes

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1 Policy Statement

1.1 Hanham Woods Academy is proud to be a diverse school which celebrates the wide range of languages spoken by staff and students and welcomes students newly arrived in the country. We see this Policy as complementing the Academy's Equality, Diversity and Inclusion Policy and its Annual EDI Objectives. Ensuring Hanham Woods Academy is welcoming and safe for all students, including those who have English as an additional Language or are seeking sanctuary.

1.2 We aim to celebrate diversity and promote multi-lingualism as a key skill, which is important for students to support their learning and employability. We also encourage students to feel proud of their home language and culture as an integral part of their identity.

1.3 We will always encourage the use of home languages in the Academy to aid learning and language development, as research demonstrates that it is beneficial to provide opportunities for learners to use all their languages to both access the curriculum and to develop their proficiency in English.

1.4 We aim to ensure that all lessons are inclusive, and that teachers are confident and trained in meeting the needs of all multi-lingual learners in their classes and see EAL as an important part of Quality First Teaching and Learning. We also aim to make all aspects of the curriculum accessible to all learners, and to develop and implement strategies to support individual EAL learners to take a full part in lessons.

1.5 We aim to equip students who come to the Academy with no English, or English as an Additional Language, with a proficient level of English so that they can achieve alongside their peers as quickly as possible. Through careful assessment, we aim to identify the language needs of our EAL students and meet them through planned intervention and Quality First teaching.

2. Roles and Responsibilities

2.1 EAL provision is a whole-school issue, and therefore it is the responsibility of everyone within the Academy. However, there are some key roles:

- *EAL SLT Link* – provides CPD across the Academy to ensure that all staff are up-to-date on the latest advice, responsible for the EAL provision and policy and ensuring EAL students are able to access the next stage of education.
- *Teaching colleagues* – utilise the CPD provided, ensure their lessons are differentiated and accessible for all students and to seek support regarding EAL matters when needed.
- *Teaching support staff* - utilise the CPD provided, support EAL students in the classroom and to seek support regarding EAL matters when needed.

2.2 The Academy Council is responsible for approving the Policy and receiving reports on its implementation.

3. Purpose of the Policy

- To celebrate the value of multi-lingualism, and the skills of our multi-lingual students throughout the Academy.
- To promote equality of opportunity for all learners for whom English is an Additional Language.
- To ensure newly arrived students with EAL, particularly those seeking sanctuary, feel safe and feel that they belong in the school.
- To deliver a broad, balanced curriculum which reflects the needs of, and celebrates the cultures of, children for whom English is an Additional Language.
- To ensure EAL students are identified, assessed and supported to reach their full potential.
- To ensure staff are well trained and aware of EAL issues.

4. Context

4.1 Over 7% of Academy students (years 7 – 11) have English as an Additional Language. Many students speak English as a second language, and some are multi-lingual. There are 26 different languages spoken at the Academy, which provides us with a diverse linguistic environment and is a rich resource. The most spoken language apart from English is Polish. We complete a language audit at the start of each academic year in order to monitor the diversity of languages.

4.2 Some of our students (new arrivals) start with no English (or very little); some also have no previous education and/or no previous exposure to literacy. They are identified as are *New to English or in the Early Acquisition stages*. They are taught English and are exposed to the school system and culture using a supportive, nurturing approach within the EAL Lexia Programme.

4.3 The achievement of EAL students is linked to a welcoming environment with an inclusive ethos. EAL students are therefore entitled to full access to the National Curriculum. All teachers are responsible for building and developing strategies into their teaching in order to support the language development of EAL students.

5. Definitions

The definition of an EAL learner who should be identified on BROMCOM, ranges from those who are totally new to English and may not have literacy in their own language, through to those advanced multi-lingual learners who have a different home language but have been through the English education system and may just have a few issues about technical grammar and vocabulary.

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

6. Curriculum access

A range of strategies are used in curriculum areas to help support EAL students in mainstream lessons.

These strategies include:

- Emphasis on Tier 2 and 3 vocabulary, i.e. visible each lesson and comprehension and correct use of terminology rewarded;
- Oracy around tier 2 and 3 vocabulary;
- Dual coding opportunities built into curriculum areas;
- Visual representation of learning/definitions/working scientifically where possible;
- Key words translated where appropriate and broken down into constituent parts and wider context shared to support understanding;
- PowerPoints and other resources to consider cognitive load;
- Seeking opportunities to self-educate on languages spoken in the school and improve on cultural competence;
- Sitting EAL students in strategic areas of the room on seating plans;
- Ensure all teacher instructions consider economy of language.

7. EAL teaching and learning

7.1 All teaching staff are aware of those with an EAL need, this is through BROMCOM. It is then the teacher's responsibility to ensure that they adapt their curriculum and lessons to meet the needs of every child they teach.

Every teacher is able to seek support from the EAL SLT link if they feel that a student needs further support or that they need further training.

When a new student arrives at the Academy, they complete an initial assessment which identifies their proficiency in English. This information allows for the correct level of support to be in place based on their language acquisition.

7.2 Whilst this is not specifically EAL focused, strategies that work well to support the inclusion and differentiation for EAL students include:

Speaking

- Allow for a 'silent period'
- Encourage, but do not force a spoken response
- Plan opportunities for talk
- Allow time to reflect before expecting a response
- Be clear in questioning – new arrivals will usually find it easier to answer closed questions
- Don't overcorrect – mistakes are a normal part of learning a language
- Be a good 'link person,' i.e. link and lead discussion, summarise and repeat main points. Repeat clearly other students' answers to questions

- Allow the student to verbalise before written work is attempted

Writing

- Always write clearly on board and in workbooks
- Link oral and written forms by writing new vocabulary
- Provide key words, key phrases, key visuals

8. Planning, monitoring and evaluation for EAL

8.1 Students complete reading, phonics and writing assessments throughout the academic year. The reading assessments are primarily completed through Lexia, which provides a very detailed report that can then be used to inform teaching and learning.

9. Promoting Community Languages

Community language learning and examinations are promoted during parent and open evenings as well as during community events. We make it clear to all parents/carers that we will examine anyone in their home/first language should an exam board examine that language. Furthermore, we work to identify students who may have a home/first language and promote the benefits of an additional GCSE / UCAS points to parents/carers.

Promoting community languages is an important part of academy life. We have bilingual displays, celebrate European day of Languages and have introduced cultural days.

10. Working with parents/carers with EAL

10.1 We work closely with parents/carers with EAL to ensure they can access academy-based meetings. An EAL-friendly PowerPoint and Leaflets have been shared with students and parents/carers to access.

10.2 Where necessary, we use Onlinedoctortranslator.com for translation purposes, and we are also able to use the wider academy community to translate meetings. For example, we use the Family Support Team who translate for parents from the following communities: Somali, Urdu, Hindi and Romanian.

10.3 The Academy aims to provide all key information for parents/carers in accessible ways, and is working on home language videos for the website on key issues such as safeguarding. The Family Support Team is able to act as a bridge between parents/carers with EAL and the school, and provides a wide range of support including translated materials.

11. EAL and SEND

The EAL SLT link meets with the SENCO to discuss any concerns arising. If a student fails to make expected progress, we then apply the Assess, Plan, Do, Review approach to assess and meet their needs. If a student arrives and it is obvious from the start there are SEND needs, they are first monitored by the classroom teacher and together with the EAL Lead will make a referral to the SENCO within the first four weeks of arriving at the Academy.

12. Unaccompanied Asylum-Seeking Children

Refugee and asylum-seeking children have equal access to the full curriculum, appropriate to their age, ability (EAL Stars) and aptitude and any special educational needs they may have. Those who are Unaccompanied Asylum Seeking Children have particular needs and are designated Children in Care. They can therefore access the Designated Teacher for Children in Care and additional pastoral support if required. Through the allocation of CiC Pupil Premium funding, additional tuition is put in place and progress monitoring is completed by the Inclusion manager, based on Personal Education Plans which are in place and reviewed regularly.

13. Admission and Induction Procedure for New Arrivals

The usual admission and induction procedure includes the EAL student record which is completed during the admissions meeting (with the aid of an interpreter if necessary).

- Student is assessed by an admissions teacher: Speaking & Listening, Reading and Writing.
- Student is shown around the school.
- EAL levels and other relevant information is shared with Pastoral Team so that the student can be placed in appropriate classes/sets.
- EAL levels, relevant information and strategies are shared with teachers in the form of an EAL Passport – this is shared with relevant teachers before the student joins them in mainstream classes.
- If appropriate/possible, student is 'buddied' with a student who shares the home/first language.
- Pastoral Team monitor the student's social and emotional well-being during their initial transition to the academy.

14. Student Voice

All students with EAL will be encouraged to speak out and to take part in Learner Voice activities, but specific consultation sessions will be held with them to ascertain how they feel about the school and whether they feel safe and included.

15 Monitoring EAL Outcomes

The Academy will monitor the outcomes for EAL students compared to their peers, both in terms of examination results, but also in relation to rewards and sanctions, destinations etc. As part of all outcomes strategic reviews of academic outcomes and progress. Any actions to address any gaps with their peers will be included in the Academy Improvement Plan.

Monitoring of Teaching and Learning will be undertaken as part of the quality processes and will be an integral part of Learning Walks and observations. Thematic EAL Learning Walks will also be undertaken with specialist staff.

16. Monitoring the Policy

This Policy will be reviewed every three years by the Academy Council following consultation with students and staff.

17. Guidance on best practice in including EAL students

Hanham Woods Academy aims to implement best practice in including and teaching EAL students which means we aim:

- To promote academic achievement by grouping EAL students according to cognitive level rather than English language level;
- To identify language outcomes for all curriculum areas and include in medium-term and weekly planning;
- To promote and encourage the development of the students' first languages in order to facilitate concept development in tandem with their acquisition of English;
- To provide students with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate;
- To use key visuals and other strategies to support children's access to the curriculum;
- To ensure that language and literacy are taught within the context of all subjects;
- To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
- To actively liaise with parents SEND./carers to help them to support their children's learning;
- To facilitate parents'/carers' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement;.
- To seek first language assessment to ensure the accurate identification of SEND;
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified;
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners;
- To celebrate multilingual skills and promote linguistic diversity with all students.