



## TRUST IN LEARNING (ACADEMIES)

### English as an Additional Language (EAL) Policy

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| Approval Date: July 25  | Version: 01                          | Review: 3 years (or sooner if required by statutory guidance) |
| Approval By: Executive Team   | Lead: Director of School Improvement | Review date: Autumn 2027                                      |
| As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment. |                                      |   |



**History of Policy Changes:**

| Date      | Page | Change     | Reason for Change                     |
|-----------|------|------------|---------------------------------------|
| July 2025 |      | New policy | New over-arching policy for the Trust |
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## 1 Statement of Intent

This document sets out the policy for speakers of English as an Additional Language (EAL) within Trust in Learning Academies (the Trust). All schools in the Trust are committed to fostering an inclusive environment that meets the needs of all learners, including those for whom English is an Additional Language (EAL).

We believe all pupils have the right to a broad, balanced, and relevant curriculum and should be supported to achieve their full academic potential. Our EAL policy ensures that pupils are identified early, supported effectively, and empowered to participate fully in school life, while we celebrate the rich linguistic and cultural diversity of our communities.

## 2 Values and Principles

This Trust Policy is set out with the following principles at its core:

- Inclusivity: Every school within the Trust values and supports all EAL learners
- Diversity as strength: Pupils' linguistic and cultural backgrounds are celebrated and treated as assets
- Equity in access: All pupils should be able to access the full curriculum, with the necessary support
- Collaboration: We work with families and communities to support each learner's journey
- Global focus: Speaking more than one language is a global asset. Multilingualism and the understanding of language diversity is essential in today's world, opening up doors to new cultures, career opportunities, facilitating cross-cultural communication, and fostering better understanding of our global population

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

## 3 Objectives and Scope

### 3.1 Objectives

This policy aims to outline our approach to:

- Identifying pupils with EAL promptly and assessing their English proficiency
- Ensuring high expectations and equal opportunities for all pupils
- Providing high quality teaching to enable curriculum access
- Promoting a positive and inclusive learning environment and celebrating the linguistic and cultural diversity of our school communities

### 3.2 Scope

This policy applies to:

- All pupils within Trust in Learning (Academies) identified as EAL learners
- All teaching and support staff involved in their education
- All primary and secondary schools within the Trust

It complements related policies such as:

- SEND Policy
- Safeguarding and Child Protection Policy
- Equality, Diversity and Inclusion Policy
- Curriculum Policy

This policy complies with the Equality Act 2010, which mandates equal access and non-discrimination for pupils with English as an Additional Language.

## 4 Responsibilities and Accountabilities

### 4.1 Responsibilities of the Trust Central Team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- To ensure the policy is well communicated to all Headteachers
- To ensure that the policy is regularly reviewed

## **4.2 Responsibilities of Headteachers**

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy
- To ensure a member of staff has responsibility for EAL in the school

## **4.3 Responsibilities of school leadership, including member of staff responsible for EAL**

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood
- To monitor pupil progress and support implementation of targeted interventions.

## **4.4 Responsibilities of all staff**

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures, which for teachers includes planning classroom instruction to meet EAL learners' needs and assessing and adapting teaching to support language acquisition
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive; for teachers this includes celebrating and respecting linguistic diversity
- To feed back to school leaders where concerns may arise in the implementation of the policy

## **4.5 Responsibilities of parents and carers**

- To support the implementation of the policy with their child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school
- To maintain and develop their child's first language at home, wherever possible

## **4.6 Responsibilities of pupils**

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff
- To share cultural experiences and language as part of school life
- To respect and value the diversity of their peers

## 5 Assessment of EAL

We recognise that learning a new language is a complex and long-term process. Research, including that from The Bell Foundation, shows that it typically takes up to two years for learners to develop Basic Interpersonal Communication Skills (social English), which is the language used in everyday conversation. However, it can take five to seven years—or even longer—for learners to acquire Cognitive Academic Language Proficiency (academic English) needed to access the full curriculum and succeed in formal assessments.

When a pupil joins one of our schools, we gather detailed information about their language background, previous educational experiences, and current level of English proficiency. This information is collected through conversations with the pupil and their family, as well as through initial assessments.

All pupils with EAL can be assessed on entry using appropriate tools, such as the Bell Foundation's EAL Assessment Framework for Schools. Pupils' levels of English language acquisition are identified and explained as follows, in line with The Bell Foundation's [EAL Assessment Framework](#)

- **Band A - New to English**

Pupils in the English education system who are New to English will progress at very different rates according to their educational background and the effectiveness of the support they receive. As a general rule, New to English learners tend to be in their first two years of learning. Learners at this band typically:

- Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
- Show emerging competence in basic oral expression
- Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases

- **Band B - Early Acquisition**

Pupils in the English education system who are in the Early Acquisition stage of learning can be described as working at band B. As with New to English learners, those at the Early Acquisition stage tend to be in their first two years of learning. Learners at this band typically:

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations

- **Band C - Developing Competence**

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years. At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years. Learners at this band typically:

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts

- **Band D - Competent**

Pupils in the English education system who are Competent users of EAL would be described as working at band D. Learners at this band typically:

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar

- **Band E - Fluent**

Pupils in the English education system who are Fluent users of EAL would be described as working at band E. Learners at this band typically:

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

## 6 Curriculum Planning

Academic staff are made aware of each pupil's EAL level to ensure that planning considers language needs and accessibility in all subject areas. Teachers hold the highest expectations of pupils who speak English as

an Additional Language. High achieving pupils with EAL are stretched and challenged alongside their high achieving peers.

Teachers make adaptations where required both in ensuring the pupil can access the curriculum and in fair assessment of the pupil's abilities.

Academic language is taught explicitly alongside content. Key vocabulary is shared in advance wherever possible, to enable pupils with EAL to access the learning in class. Collaborative learning structures are prioritised. It is recommended that pupils with EAL are grouped with pupils who can provide the most accurate model of English language, to enable them to learn as effectively as possible.

## 7 Teaching and Learning Strategies

Every teacher is a teacher of EAL. High-quality, inclusive teaching is the most effective way to support EAL learners. Teachers plan lessons that are accessible to all pupils, using a range of strategies to support language development alongside subject knowledge.

These strategies include the use of visual aids, gestures, and modelling to make meaning clear. Teachers scaffold language by providing sentence starters, word banks, and structured opportunities for talk. Pupils are encouraged to work collaboratively, and EAL learners are often paired with strong peer models to support both language and social integration.

Key vocabulary and concepts are introduced and reinforced through repetition, visual support, and practical activities. Teachers are mindful of the cognitive load placed on EAL learners and provide additional time and support where needed.

Wherever possible, pupils are encouraged to draw on their home language to support understanding and to make connections with new learning. We understand that a pupil's first language is a valuable asset. Maintaining and developing their home language supports cognitive development, strengthens identity, and can enhance their ability to learn English. We actively encourage the use of home languages in school and at home, recognising that bilingualism is a strength.

Language learning is most effective when it is meaningful, contextualised, and supported by a range of strategies. Pupils learn best when they are engaged in purposeful communication, when they feel safe to take risks, and when their prior knowledge and experiences are acknowledged and built upon.

### **Band A and B**

EAL learners will require adapted teaching and learning strategies depending on their level of competence. During the **New to English and Early Acquisition stages**, the focus for teaching and support is on effective communication and 'meaning making'. 'Survival' vocabulary is paramount. At these stages fluency and building confidence is more important than accuracy. Learners working at band A require considerable support to access curriculum content. Band B pupils will still need a significant amount of EAL support to access the curriculum. This might include time in interventions one to one or in small groups to build confidence in language, dual language resources and visuals, or use of translation tools through iPADS or programmes such as Flash Academy. In-class support includes dual coding, scaffolds, and tailored grouping.

### **Band C**

Learners working at band C will require on-going EAL support to access the curriculum fully. This is likely to include opportunities for pre-teaching and oral rehearsal, vocabulary lists and translations. Home language

use is encouraged to support conceptual understanding. At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct.

### **Band D and E**

At the **Competent and Fluent stages**, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control genre and register, and varying style and format to adapt to different requirements and contexts. Learners working at both the Competent and Fluent stages may still need some/occasional support to access complex curriculum material and tasks and academic language to be enabled to access the highest grades and be prepared for further academic study.

### **Early Years Provision**

In early years, the emphasis is on communication and language development. Visual timetables, labelled props, phonics routines, and storytelling are integrated. We encourage pupils to use their home language and English in play and learning.

## **8 Additional support and intervention**

While our main focus is on inclusive classroom practice, we recognise that some EAL learners may benefit from additional support, particularly those who are new to English or at the early stages of language development. This support may take the form of small group sessions, targeted interventions, or one-to-one support, depending on the pupil's needs.

Support is always designed to complement, not replace, classroom learning. We avoid unnecessary withdrawal from lessons and ensure that pupils remain fully included in the life of the school. Interventions are time-limited, regularly reviewed, and closely linked to classroom content to maximise impact.

## **9 EAL and Special Educational Needs**

We take a careful and holistic approach to assessment aiming to always use appropriate assessment tools and strategies that are sensitive to the linguistic and cultural backgrounds of our pupils. We also consider a pupil's progress in their home language, their educational background, the time they have had to acquire English, and families' understanding of their child's development and any concerns they may have. The vast majority of pupils who are learning English as an additional language do so successfully without any additional needs being identified. Occasionally some EAL learners may have special educational needs or disabilities, and it is essential that these are identified and supported appropriately.

When a pupil is identified as having both EAL and SEN, we ensure that support is coordinated and tailored to meet both their language and learning needs. This may involve collaboration between EAL specialists, SEN coordinators, class teachers, and external professionals. We aim to provide integrated support that enables the pupil to access the curriculum, develop their language skills, and make progress in line with their individual potential.

## 10 Monitoring and Evaluation

At primary level, pupils with EAL should have linguistic targets set and monitored on a termly basis by the class teacher. At secondary, linguistic targets should be set and shared across subject teachers to experience consistency in feedback and understand their progress. An example of this at secondary might be:

- to ensure that the pupil uses full stops and capital letters in their written work

or at a higher band

- to use modal verbs and conditional sentences accurately in written work

The progress of EAL learners is tracked at both school and trust level. We analyse data to identify patterns, monitor the impact of interventions, and ensure that no pupil is left behind.

School leaders are responsible for evaluating the effectiveness of EAL provision and for reporting to the trust on outcomes for EAL learners.

## 11 Staff Development and Training

We are committed to building the capacity of all staff to support EAL learners effectively. Staff across the trust receive regular training on inclusive teaching strategies, language development, and the use of assessment tools. We also provide opportunities for staff to share good practice, access resources, and collaborate across schools.

Leaders in each school are responsible for ensuring that EAL provision is well-coordinated and that staff have the knowledge and confidence to meet the needs of their learners.

## 12 Working in Partnership with Families

We value the vital role that families play in supporting their children's language development and overall wellbeing. We strive to build strong, respectful relationships with parents and carers, recognising that they are experts in their children's lives.

We provide translated materials through our website wherever possible, and access to interpreters for key meetings, to ensure that families can engage fully with school life. We encourage parents to continue using and developing their home language, and we offer guidance on how they can support English language development at home. We also involve families in celebrating their children's progress and achievements.

## 13 Celebrating Language and Culture

We actively celebrate the languages, cultures, and identities of our pupils. This includes incorporating diverse texts and perspectives into the curriculum, hosting cultural events, and creating displays that reflect

the linguistic diversity of our communities. We want every pupil to feel proud of who they are and to see their language and culture reflected and respected in school life.

## 14 Glossary of EAL Terminology

### **EAL (English as an Additional Language)**

Refers to learners who speak a language other than English at home and are in the process of acquiring proficiency in English to access the curriculum fully.

### **Meaning Making**

A process where learners construct understanding from language, visuals, and context. For EAL pupils, it involves interpreting new information by linking it to prior knowledge and experience, often through multimodal strategies like pictures, gestures, and simplified language.

### **Survival English**

Basic language skills required for immediate everyday communication, such as asking for help, using greetings, and understanding classroom instructions. This is often the first focus for learners who are new to English.

### **Basic Interpersonal Communication Skills (BICS)**

Social English used in everyday informal interactions, such as talking with peers. Generally develops within 1–2 years.

### **Cognitive Academic Language Proficiency (CALP)**

Language needed for academic success, including understanding complex texts and writing essays. Can take 5–7 years or more to develop.

### **Scaffolded Learning / Scaffolding**

Providing temporary support structures (e.g., sentence starters, visuals, guided tasks) to help EAL learners access new language and concepts until they can work independently.

### **Dual Coding**

Combining words with visuals to enhance understanding and memory—especially useful for EAL learners who benefit from pictorial support.

### **Pre-teaching**

Teaching key vocabulary or concepts before a lesson so that EAL learners can better follow and participate in class activities.

### **Oral Rehearsal**

Giving learners the opportunity to practice speaking or constructing answers aloud before writing or presenting, helping to develop language fluency.

### **Home Language / First Language**

The language spoken at home or acquired first by the learner. Maintaining this language is encouraged, as it supports cognitive development and identity.

### **Genre and Register**

- Genre: A type or form of text (e.g., narrative, report, explanation).
- Register: The level of formality or tone appropriate to a context (e.g., academic vs informal speech).

### **Translation Tools**

Technology such as bilingual dictionaries or apps (e.g., Flash Academy) that help learners understand and use new vocabulary.

### **Collaborative Learning**

Pupils work together in groups or pairs, allowing EAL learners to learn language through interaction with peers.