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|  | Name of School                       | Koru Independent AP Academy |
|  | Policy review Date                   | August 2025                 |
|  | Date of next Review                  | August 2026                 |
|  | Who reviewed this policy?            | Shona Anderson              |
|  | Date approved by Governing body      | August 2025                 |
|  | Name of Designated Safeguarding Lead | Shona Anderson              |

# English as an Additional Language (EAL) Policy

## 1. Introduction

At our school, every child is valued. This applies to all aspects of their education – teaching and learning, achievements, attitudes, and well-being. We encourage all children to aim for the highest possible standards, considering each child's individual needs and experiences.

Multilingualism is an asset. Research shows that speaking more than one language enhances cognitive development and academic success. We recognise and celebrate the importance of community languages and the ability of multilingual learners to acquire English and other languages.

## 2. Legal and Regulatory Framework

This policy is informed by the following legislation and guidance relevant to independent schools:

- **Equality Act 2010:** Independent schools must promote equality of opportunity and eliminate discrimination based on race, language, or national origin. This includes ensuring inclusive access to education for pupils with EAL.
- **Education (Independent School Standards) Regulations 2014:** Schools must ensure that teaching enables pupils to acquire speaking, listening, literacy and numeracy skills. This includes provision for pupils with EAL to access the curriculum and make progress.

- **SEND Code of Practice (2015):** Clarifies that EAL is not a special educational need, though some EAL pupils may also have SEND. Independent schools must distinguish between language acquisition and learning difficulties.
- **Independent Schools Inspectorate (ISI) Framework:** Schools must demonstrate inclusive practice, effective teaching strategies for EAL learners, and appropriate assessment and tracking of progress.

This policy should be read in conjunction with the schools:

- Accessibility Plan
- Equal Opportunities Policy
- Disability Policy
- SEND Policy

### 3. Definition of EAL

A pupil is considered to have English as an Additional Language if they are exposed to a language other than English at home or in the community. This includes:

- Newly arrived pupils from abroad
- Pupils born in the UK in non-English-speaking households
- Fully bilingual pupils

EAL is **not** a Special Educational Need (SEN), though some EAL pupils may also have SEND.

### 4. Aims and Objectives

We aim to:

- Welcome and value the cultural, linguistic, and educational experiences of EAL pupils.
- Ensure all pupils have access to a broad, balanced, and relevant curriculum.
- Support pupils to become confident and fluent in English.
- Promote multilingualism as a strength.
- Equip staff with the skills and resources to support EAL learners.
- Monitor progress systematically and use data to inform planning.

### 5. Identification and Assessment

- All pupils are assessed on entry to determine their level of English proficiency.
- Termly reviews are conducted by class teachers and the SENDCO.
- Pupils unable to access the curriculum are placed on the **EAL Register**
- Pupils may be moved to the **Learning Support Register** or **SEND Register** if additional needs are identified.

## **6. Teaching and Learning**

### **Whole School**

All pupils benefit from **Quality First Teaching** in the classroom, which includes:

- Planning for language development across the curriculum.
- Using scaffolding, visuals, modelling, and structured talk.
- Pre-teaching vocabulary and concepts.
- Encouraging collaborative learning (e.g. talk partners).
- Using ICT and bilingual resources.
- Valuing and incorporating home languages.
- Monitoring social integration and participation in school life.

All teachers and teaching assistants are expected to:

- be knowledgeable about pupils' needs in English and other subjects.
- use this knowledge effectively in planning, teaching, use of resources, differentiation and grouping both within the classroom and outside.

All staff are expected to have a sufficient understanding and use of English to ensure the wellbeing of pupils in their care. They are expected to model the correct use of English and help pupils develop their English vocabulary.

The Director of Curriculum oversees the EAL Register and coordinates support across the school. Class teachers are responsible for planning inclusive lessons and monitoring progress.

## **8. Inclusion and Wellbeing**

- EAL pupils are included in all aspects of school life.
- The school celebrates linguistic and cultural diversity through assemblies, displays, and events.

This policy is reviewed annually by the Head of Learning Support, in consultation with teaching staff and the Senior Leadership Team.