

English as an Additional Language (EaL) Policy



Who is this policy for?	All Staff, Therapists and Volunteers
Policy Date:	January 2026
Date of next review:	January 2028
Who is responsible for monitoring and evaluating this policy?	Headteacher
Signed off Date: Governing Body	December 2025

This policy should be read in conjunction with the SBS's Policies, Assessment, Behaviour Management, English as a Second Language, Equal Opportunities and Diversity, Homework PSHE and RE, Safeguarding, Special Educational Needs, Spiritual, Moral, Social and Cultural Development of Children, Teaching and Learning and 14-19. As well as with the nursery (EY) curriculum, Kodesh Programmes, 14-19 framework and special events diary.

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential

Aim

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Context of school

The predominant home language for pupils who are learning English as an additional language is Yiddish although there may be other home languages occasionally present.

Information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

Relevant additional assessments will be carried out where appropriate.

In all classes there are staff who are able to communicate in Yiddish and can therefore support the pupils bridge between their home language and English within the classroom.

Staff are made aware that when they support children with EAL that: -

- EAL pupils are entitled to access the Curriculum and school programmes of study and all their teachers have a responsibility for teaching them English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment whenever they wish.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Planning, Delivery, Monitoring and Evaluation

Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.

- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- Additional teaching and learning will be provided as appropriate to support the pupils, including use of key language, visual aids, role play opportunities, peer support etc.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.
- Appropriate resources made available

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- recognising and encouraging the use of first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.