



Auckland College Independent School

Every Pupil Matters, Every Pupil Counts

English as an Additional Language Policy





Document Control

Owner:	Auckland College Independent School
Written by:	S.Livramento & L.Willis
Approved by:	Mr A.Akaraonye – Chair of Governors
Applies to:	Whole School
Date effective from:	September 2026
Review period:	1 Year
Date of next review:	September 2027
Version:	V2



Contents

<i>English as an Additional Language</i>	<i>4</i>
<i>Statement of Aims.....</i>	<i>4</i>
<i>Legislation and Guidance</i>	<i>4</i>
<i>Admission of Pupils with EAL</i>	<i>4</i>
<i>Key Principles for Additional Language Acquisition</i>	<i>5</i>
<i>Teaching and Learning.....</i>	<i>5</i>
<i>Planning and Adaptive Teaching.....</i>	<i>5</i>
<i>Strategies for Supporting Pupils with EAL</i>	<i>5</i>
<i>EYFS.....</i>	<i>6</i>
<i>Roles and Responsibilities</i>	<i>6</i>
<i>Monitoring and Evaluation</i>	<i>7</i>
<i>Special Educational Needs and More Able Pupils</i>	<i>7</i>
<i>Assessment and Record Keeping</i>	<i>7</i>
<i>Resources</i>	<i>7</i>
<i>Parents / Carers and the Wider Community.....</i>	<i>8</i>
<i>Maintaining Records and Staff Development</i>	<i>8</i>
<i>Pastoral Care and Safeguarding.....</i>	<i>8</i>
<i>Review and Evaluation of Policy</i>	<i>8</i>
<i>English as an Additional Language: Guidance Strategies for Teachers.....</i>	<i>9</i>



English as an Additional Language

Statement of Aims

Auckland College Independent School is committed to providing a high-quality, inclusive learning environment in which pupils who use English as an additional language (EAL) are able to participate fully, make progress and achieve. We recognise that proficiency in English is fundamental to accessing learning across the curriculum, while pupils' home languages, cultures, prior knowledge and experiences are valuable assets to learning.

The school will identify pupils' language needs, provide appropriate support and maintain ambitious expectations. EAL is not, in itself, a special educational need or disability (SEND), and pupils with EAL may be working at any level of academic ability.

We aim to ensure that pupils with EAL are able to:

- develop confidence and competence in spoken and written English;
- use English effectively as a language for learning across the curriculum;
- access the full breadth of the school curriculum through appropriate adaptive teaching and scaffolding;
- make progress from their individual starting points; and
- value and, where appropriate, draw upon their home language(s), culture and prior learning.

Legislation and Guidance

This policy has regard to relevant legislation and current statutory and non-statutory guidance, including:

- the Education (Independent School Standards) Regulations 2014 and current Department for Education guidance on the Independent School Standards;
- the Equality Act 2010;
- the current Statutory Framework for the Early Years Foundation Stage, where applicable;
- current statutory assessment and access-arrangements guidance;
- Children and Families Act 2014 and
- SEND Code of Practice where a pupil with EAL may also have SEND.

Admission of Pupils with EAL

When a place is offered to a pupil for whom English is an additional language, Admissions will gather and share relevant information with appropriate staff. This will include, where available, the pupil's home/first language(s), previous educational experience, literacy in their home/first language, length of exposure to English, previous EAL support and any other information relevant to a successful transition.

Where appropriate, an initial assessment of proficiency in English will establish a baseline in speaking and listening, reading and writing. This information will inform classroom provision, targeted support and subsequent review. Staff will monitor pupils



closely during transition and liaise with the EAL Lead/designated senior leader and SENDCo where appropriate.

Key Principles for Additional Language Acquisition

- Language develops most effectively when it is used in purposeful contexts across the curriculum.
- Every teacher has a responsibility for supporting the language development of pupils with EAL.
- The language demands of learning tasks should be identified and planned for, including subject-specific vocabulary, grammar, text structures and opportunities for purposeful talk.
- Teachers should model high-quality spoken and written English and check understanding without lowering academic expectations.
- Additional support should complement, rather than replace, access to high-quality classroom teaching.
- Pupils with EAL are entitled to full and equitable access to the school's curriculum. Teaching will be appropriately adapted and scaffolded to enable participation, progress and achievement.
- EAL and SEND are distinct. Developing proficiency in English must not, by itself, be interpreted as evidence of SEND.
- Home languages are an important part of pupils' identity and can support conceptual understanding and the acquisition of English.
- All languages, dialects, accents and cultures are valued and respected.

Teaching and Learning

Planning and Adaptive Teaching

Teachers will plan from ambitious curriculum objectives and adapt teaching to enable pupils with EAL to access the same core learning as their peers. Language demands will be identified explicitly and appropriate scaffolds provided. These may include pre-teaching vocabulary, modelling, visuals, worked examples, sentence stems, writing frames, rehearsal, structured talk and bilingual resources.

Classroom activities will have clear learning objectives and staff will deploy support and resources so that pupils can participate meaningfully and develop increasing independence. Groupings will be reviewed so that pupils with EAL have access to strong English-language peer models while also being grouped according to the learning purpose and their intellectual and social needs.

Strategies for Supporting Pupils with EAL

Staff may use the following strategies, according to individual need:

- collaborative group work and structured opportunities for speaking and listening;
- explicit teaching and rehearsal of key vocabulary and language structures;
- high-quality models of speaking, reading and writing;
- repetition, rephrasing and checking for understanding;
- visual support, including objects, images, diagrams, demonstrations and gesture;



- bilingual dictionaries, key-word lists and appropriate translation or digital tools;
- writing frames, sentence stems and other temporary scaffolds;
- role play, oral rehearsal and discussion before reading or writing;
- feedback which develops both subject understanding and language;
- careful explanation of cultural knowledge that may be explicit or implicit in texts; and
- opportunities beyond lessons, where appropriate, to develop confidence in English.

All pupils with EAL will receive appropriate classroom support as part of the school's ordinarily available provision. Where the school considers that a pupil would benefit from additional intensive or specialist EAL tuition beyond this provision, this will be discussed with parents/carers. Where such additional provision attracts a separate charge, this will be made clear in advance and managed in accordance with the school's terms and conditions.

EYFS

Provision for children with EAL in the EYFS will be delivered in accordance with the current Statutory Framework for the Early Years Foundation Stage. Practitioners will value and encourage children's home language in play and learning where appropriate, while ensuring sufficient opportunities for children to learn and reach a good standard of English.

Where a child does not yet have a good grasp of English, staff will work with parents/carers to understand the child's skills and communication in their home language. Concerns about language development will not be based solely on limited proficiency in English. Where there is evidence of a possible underlying communication or learning need across languages, the SENDCo will be consulted and the school's SEND procedures followed. Assessment will be undertaken in accordance with current EYFS requirements.

Roles and Responsibilities

- **The Headteachers and Senior Leadership Team:** ensure that EAL provision is appropriately resourced, monitored and evaluated and that staff understand their responsibilities.
- **The EAL Lead/designated senior leader:** maintains an overview of pupils identified as EAL, supports staff, coordinates appropriate provision and monitors the impact of support.
- **Admissions staff:** gather relevant linguistic and educational information and share it promptly with appropriate staff.
- **Class and subject teachers:** retain responsibility for the progress and attainment of pupils with EAL in their classes and use appropriate adaptive teaching, scaffolding and assessment.
- **Support staff:** work under the direction of teachers to promote access, language development and increasing independence.
- **The SENDCo:** supports staff where there are concerns that a pupil with EAL may also have SEND and helps ensure that developing proficiency in English is not mistaken for SEND.



Monitoring and Evaluation

The school will gather relevant information about pupils' linguistic background, competence and literacy in other languages where known, previous education and schooling, and family or biographical information relevant to learning. Staff will observe, assess and record pupils' developing use of English and will set appropriately ambitious targets from individual starting points.

Where developing proficiency in English is a significant barrier to accessing learning, appropriate EAL targets and strategies will be identified and recorded in an EAL support profile or plan. These will be reviewed regularly and shared with relevant staff. EAL support will not, in itself, be treated as SEND provision.

Special Educational Needs and More Able Pupils

The school recognises that most pupils with EAL who require language support do not have SEND. Difficulty arising solely from learning English as an additional language is not evidence of SEND. Where concerns remain despite appropriate EAL support, assessment will consider the pupil's progress over time, prior education and, wherever practicable, their development and competence in their home/first language as well as English.

Where SEND is identified, pupils with EAL will have equal access to the school's SEND provision. Equally, the school recognises that pupils with EAL may be more able or have particular strengths even where their proficiency in English is still developing.

Assessment and Record Keeping

Staff will liaise regularly to review pupil progress, needs, targets and the impact of support. Assessment will distinguish, as far as possible, between knowledge or subject understanding and developing proficiency in English. Assessment approaches will be reviewed for unnecessary linguistic or cultural barriers.

Pupils with EAL will be supported in statutory assessments in accordance with the current assessment and reporting arrangements and access-arrangements guidance applicable to the relevant assessment cycle. Any access arrangement used will comply with the specific rules for that assessment and, where required, reflect the pupil's normal classroom practice.

The school will monitor the attainment and progress of pupils with EAL and evaluate the effectiveness of additional support so that provision can be adjusted appropriately.

Resources

Resources and displays will reflect linguistic and cultural diversity. Staff may use visual materials, key-word lists, bilingual dictionaries, appropriate digital tools, structured talk resources and scaffolds for reading and writing. Resources should support access to ambitious curriculum content and promote increasing independence rather than permanently reducing the level of challenge.



Parents / Carers and the Wider Community

Auckland College Independent School aims to provide a welcoming admission and induction process for newly arrived pupils and their families. The school will take account of linguistic and cultural needs when developing effective home-school communication and will seek to ensure that important information is accessible and understood.

Where necessary, the school will consider appropriate translation or interpreting support, particularly where information is complex, relates to safeguarding, health or SEND, or where accurate two-way communication is essential. Pupils should not routinely be relied upon to interpret sensitive or confidential information for adults.

Maintaining Records and Staff Development

Relevant EAL information, assessments, targets and support will be recorded appropriately and shared with staff who need the information to support the pupil. The school will meet any applicable statutory reporting requirements and maintain records in accordance with its data-protection and record-retention arrangements.

The school will provide appropriate professional development so that staff understand EAL, adaptive teaching and the distinction between EAL and SEND. Where appropriate, school improvement planning will include actions relating to EAL provision and outcomes. All staff share responsibility for identifying and removing barriers to pupils' participation, learning and success.

Pastoral Care and Safeguarding

All staff are committed to providing a safe, inclusive and secure environment and to being sensitive to pupils' cultural, religious and linguistic backgrounds. The school recognises that pupils who are new to English and/or newly arrived in the UK may experience additional pastoral needs, including cultural adjustment, social isolation or difficulty communicating worries and concerns.

Staff will remain alert to these needs and ensure that language barriers do not prevent a pupil from accessing pastoral or safeguarding support. Where necessary, appropriate interpreting or translation support will be considered when communicating with pupils and families, particularly where safeguarding concerns arise. Safeguarding concerns will always be managed in accordance with the school's Safeguarding and Child Protection Policy.

Review and Evaluation of Policy

The EAL Lead/designated senior leader, with the SENDCo and relevant pastoral leaders, will evaluate the effectiveness of this policy and the provision it describes. Senior leaders will review implementation through appropriate quality-assurance activity, pupil progress information and consultation. This policy will be reviewed annually, or sooner where changes to legislation, guidance or school practice require it.



English as an Additional Language: Guidance Strategies for Teachers

Teachers should select strategies according to the pupil's age, proficiency in English, prior education and the demands of the curriculum. Useful approaches include:

- Provide contextual support such as pictures, objects, diagrams, actions, video, gesture and demonstration.
- Identify and explicitly teach key words, phrases and subject-specific language, with opportunities for rehearsal and retrieval.
- Value and draw on the pupil's previous knowledge, skills, experiences and home language(s).
- Ensure materials and examples are culturally inclusive and accessible without lowering curriculum ambition.
- Group pupils purposefully with intellectual and social peers and strong English-language peer models.
- Give clear, concise instructions and explanations, supported by modelling where helpful.
- Use clear layouts and avoid unnecessary linguistic complexity in support materials.
- Check understanding regularly; avoid relying only on questions such as "Do you understand?".
- Use bilingual opportunities and dictionaries where they support learning.
- Provide structured collaborative activities in which listening and purposeful talk are central.
- Use key visuals such as flow charts, tables, diagrams and mind maps to reinforce concepts.
- Provide temporary scaffolding for reading and writing, such as sentence stems, writing frames and information grids, and remove scaffolds as independence develops.
- Model language naturally. Techniques may include self-talk, parallel talk, repetition, recasting/restating, expanding and extending pupils' contributions, and open-ended questioning.