Oakhill

faith stronger than the oak

English as an Additional Language (EAL) Policy

This policy outlines Oakhill's aims and strategies to support EAL pupils, which allow them to fulfil their full potential.

Aims:

Oakhill is committed to providing individual teaching and learning resources and strategies for pupils whom English is not their first language.

The school aims to:

- Ensure that EAL pupils are able to become confident and fluent in reading, writing, listening and speaking in English in order to fulfil their full potential

- Recommend and encourage whole-school teaching and learning strategies to ensure that EAL students are able to access the curriculum

- Recognise, welcome and value the cultural, linguistic and educational experiences that EAL pupils bring to the school

- Provide appropriate resources for the breadth of abilities amongst EAL pupils at the school

- Ensure that EAL pupils have the opportunity to overcome any barriers to learning and assessment through appropriate differentiation

- Effectively assess the skills and needs of EAL pupils and provide appropriate provision throughout the school

- Ensure that teachers have the knowledge, skills and resources to be able to support and adapt materials for students with EAL

Oakhill Context:

- The EAL pupils at Oakhill may come from a variety of cultural and linguistic backgrounds and could be at various stages in their English language development.

- Whilst many EAL pupils may appear fluent in conversational language, they still need support and guidance when dealing with the academic language required in the curriculum.

- EAL pupils are identified on iSams under the wider umbrella of Additional Needs.

- Personalised strategies and support are disseminated to teaching staff appropriate to the individual pupil.

- The responsibility for coordination of English as an Additional Language at Oakhill School is with the SENDCo.

New Pupils

When an EAL pupil joins Oakhill, they are assessed and information is collated with regard to their:

- Linguistic background and competence in other language(s)

- Previous educational experience

- Current performance in reading, writing, listening and speaking in English

This process will commence as part of their trial.

Where necessary, the school will seek the support of the LCC Equality and Diversity Team to ascertain an assessment of the young person.

Key Principles of additional language acquisition

The level of support for EAL pupils is determined on individual need and pupils are included in the majority of mainstream lessons from the outset. Pupils are reviewed according to their cognitive rather than their language ability:

- EAL pupils are entitled to the full spectrum of education including all subjects and lessons, and all teachers have a responsibility for teaching 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 as individuals, and pupils should be encouraged to maintain their home language and use it in the school environment where appropriate

- Although most pupils are able to quickly acquire the ability to communicate on a day to day basis in English, the level of language needed for academic study is much more complex and therefore requires continuing support throughout their studies

• Language develops best when used in meaningful contexts across the curriculum (i.e. within the mainstream classroom).

• The language demands of learning tasks need to be identified and included in the teachers´ planning for teaching and learning

• Teaching staff play an important role in the 'modelling' of language by providing oral and written examples of academic English within their subject area

• 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. Assessment

• All EAL pupils are entitled to assessments as required, and progress in the acquisition of English is regularly assessed and monitored

• Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

• EAL does not specifically correlate to or indicate SEND.

• The school will follow up to date JCQ guidance with regard to access arrangements in examinations for EAL pupils and will ensure that this is the normal way of working in the classroom setting.

Teaching Strategies

• Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons

• Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified

• Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Students have access to effective staff and peer models of spoken language

• Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture

• Additional verbal support is provided, e.g. repetition, modelling, peer support

• Use is made of collaborative activities that involve meaningful talk and encourage and support active participation

• Discussion is provided before, during and after reading and writing activities.

- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, graphic organisers.

- Encouraging children to transfer their knowledge, skills and understanding of one language to another

- Building on children's experiences of language at home and in the wider community so that their developing uses of English and other languages support one another.

L M Meechan

Updated: May 2026

Next Review: May 2027