

MEADOWCROFT SCHOOL POLICY

English as an Additional Language

Date Approved	September 2025
Next Review	September 2026
Owner Name	Darren Singh
Owner Job Title	Executive Headteacher

Introduction

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out the Schools' aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement School-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

Teaching and Learning

In order to ensure that we meet the needs of EAL students, staff will:

- assess the pupil's fluency level as soon as possible
- show differentiated work for EAL pupils
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL pupils need more time to process answers and to complete extended work
- allow pupils to use their mother tongue to explore concepts when appropriate
- give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use

- group pupils so that EAL pupils hear good models of English
- use collaborative learning techniques

Spoken and written communication between the students and teaching and nonteaching staff, and between the School and parents and the local community, will be positive and appropriate, including the use of students' home languages.

Compliance and Legal Framework

This policy should be read alongside:

- Independent School Standards (ISS, 2023) – particularly:
 - Part 1: Quality of Education Provided
 - Part 2: Spiritual, Moral, Social and Cultural Development
 - Part 3: Welfare, Health and Safety of Pupils
 - Part 5: Premises and Accommodation
 - Part 8: Quality of Leadership and Management
- Outcomes First Group Education and Inclusion Policies
- Equality Act (2010)
- SEND Code of Practice (2015)

The school ensures that EAL provision supports compliance with these standards, promoting equality, diversity, and inclusion.

Policy Statement

This policy is written in line with the Independent School Standards (ISS, 2023) and Outcomes First Group (OFG) Education Policies. Meadowcroft School is committed to ensuring that all pupils for whom English is an Additional Language (EAL) have full access to the curriculum, are supported to reach their potential, and are included in all aspects of school life. This aligns with OFG's values of "Unlocking Potential" and the Independent School Standards requirement to promote pupils' spiritual, moral, social, and cultural development.

Leadership and Monitoring

The Executive Headteacher is responsible for ensuring that:

- EAL provision meets the Independent School Standards.
- Staff receive regular training in EAL strategies through OFG learning platforms.
- Outcomes for EAL learners are monitored termly and reviewed annually in line with OFG quality assurance cycles.

Progress data will be shared with the OFG Education Director as part of the group-wide quality review process.

Teaching and Learning (Updated)

Teaching approaches for EAL pupils will reflect OFG's pedagogy for inclusive education and will ensure compliance with ISS by:

- Providing differentiated, scaffolded learning opportunities.
- Ensuring pupils' progress in English is tracked as part of the school's data cycle.
- Promoting SMSC development through cross-cultural understanding and inclusion.
- Implementing CPD for staff as per OFG Professional Development Standards.

Review and Evaluation

This policy will be reviewed annually in line with:

- Independent School Standards, Part 8 (Leadership and Management)
- Outcomes First Group Education Policy Review Schedule

The review will consider:

- Pupil outcomes and progress data
- Staff training and resource effectiveness
- Feedback from pupils, parents, and staff