



## **BRIGHTON AND HOVE CLINIC SCHOOL**

### **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

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Brighton and Hove Clinic School is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.



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## **Statement of intent**

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum, and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education, and learning.

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential.

Brighton and Hove Clinic School aims to:

- Welcome the cultural, linguistic, and educational experiences students with EAL contribute to the school.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- Gather accurate information regarding children's backgrounds, cultures, and abilities.
- Equip teachers and support staff with the necessary skills, resources, and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Systematically monitor students' progress and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure students with EAL are acknowledged for their skills in their own languages.

## **1. Legal framework**

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Positive Behaviour Policy
- Preventing Bullying Policy
- Child Protection and Safeguarding Policy

## **2. Roles and responsibilities**

The Management Committee will have overall responsibility for the implementation of this policy.

The Headteacher will be responsible for:

- Ensuring that those who are teaching or working with students with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review students' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting students with EAL.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against students with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for students with EAL.

The EAL lead will be responsible for:

- Ensuring that staff induct newly arrived students with EAL.
- Ensuring that staff conduct initial assessments of students with EAL.
- Ensuring that students with EAL are provided with classroom support.
- Advising staff on strategies to support and include students with EAL and on ways to differentiate work for students with EAL.

- Developing relationships between the school and parents of students with EAL.
- Securing and providing training to ensure staff development.
- Working closely with the SENCO (Special Educational Needs Coordinator) to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring that measures are taken to aid the student.
- Planning activities that aim to ease students' anxieties and make them feel prepared for their next stage of learning.

### **3. Support**

Where a student with EAL is assessed as having little to no English, support will be provided on a one-to-one basis. In-class support and small group work will be utilised as soon as the student can be successfully integrated into the classroom environment.

### **4. Inclusion**

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire school community.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

## **5. Initial assessments**

When students first join the school, they will undertake a timely initial assessment to gauge their English abilities in an informal manner that does not make the student feel isolated or inferior.

Initial assessments are carried out by the EAL lead, and completed assessments will be held on the student's profile.

Teachers of the student will be allowed access to the assessment to inform their teaching and lesson planning. The student and their parents may view the assessment at any time.

## **6. Classroom practice**

Teachers have high expectations of all students.

Classroom activities will be matched to students' needs and abilities with visual supports being utilised where possible.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve students' literacy:

- Utilisation of the student's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping students in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow students to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid students with EAL and dual language textbooks are available and used where possible.

## **7. Access to the curriculum**

The needs of students with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for students to use their first language in the classroom.
- The support requirements of students with EAL are identified and the support is made available.

## **8. Working with parents/ carers**

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of students with EAL. To aid this partnership, the school will:

- Actively seek to put parents/ carers at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents/ carers is clear and straightforward.
- Where appropriate, have teachers read through the letter with students before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents/ carers of students with EAL.

## **9. Students with Special Educational Needs and Disabilities (SEND)**

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of students with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEN of students with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents/ carers of a student with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

## **10. Monitoring and review**

The Headteacher will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.