



## **EAL (English as an Additional Language) Policy**

### **Potters Bar Clinic School**

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Elysium Children and Education (a division of Elysium Healthcare) is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

## **Introduction**

This document is produced for Potters Bar Clinic School, a school within Elysium Children and Education, a division of Elysium Healthcare.

## **What is the definition?**

A pupil's first language is not English when the pupil:

- Has been exposed to a language other than English during early development, and
- Continues to be exposed to this language in the home or in the community

We recognise that the key to a successful education curriculum lies in being able to motivate and engage the young people it serves. We put the young people at the centre of our provision, and as such, have a curriculum that is broad, rich, balanced and personalised to meet the needs of our young people. Our curriculum is designed and aims to prepare young people for reintegration into school, their community and thus, their next stage of education.

### **Aims - to ensure that all EAL pupils are able:**

- To use English confidently and competently.
- To use English as a means of learning across the curriculum
- To ensure that EAL pupils are fully included into the life and work of Potters Bar Clinic School.
- To ensure that pupils whose first language is not English reach their full potential.

### **Objectives**

- To identify and assess individual pupils' needs as soon as possible.
- To acknowledge the importance of pupils' home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.
- To ensure parent/carers and pupils are involved in the process.
- To promote a whole school responsibility towards EAL pupils.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.

### **Management and Administration a) Whole School Approach**

- All pupils with EAL are included in classes as quickly as possible with a reduced timetable which focuses predominately on the core subjects.
- Pupils are encouraged to sit an external examination in their first language to build their confidence to achieve.
- The curriculum is personalised to effectively support EAL learners through scaffolded vocabulary development.

### **Documentation**

All documentation and records are maintained by Deputy Headteacher/SENDCO (Special Education Needs and Disabilities Co-Ordinator-Jess Hamilton) and are confidential to the parent/carers and to those members of staff associated with the child concerned.

### **Partnership with Parent/carers**

We aim to work closely with parent/carers of EAL pupils and ensure that they are encouraged to become involved in school activities. If the young person's family has EAL needs, the school will seek support from the Hospital's Multi-disciplinary Team (MDT)

### **Strategies to ensure access to the Curriculum**

- Initial direct teaching to aid acquisition of English.
- Use of bi-lingual resources, e.g., dictionaries, on-line support, Key Word lists.
- Collaborative group work and peer support.
- Enhanced opportunities for speaking and listening.
- Additional visual support, e.g., posters, non-verbal clues.
- The use of writing frames.
- Regular feedback from staff.
- Access for teaching staff to ICT support materials.

### **Supporting students with EAL**

The school will assess the literacy and language skills of all new students to the service in the following ways:

- gathering historical data from previous units and/or schools
- conducting baseline assessments via BKSb assessment/IDL as part of the Baseline Assessment Protocol
- Gathering Reading and Spelling Age data from young people as part of the Baseline Assessment Protocol
- utilising reports from other professionals

We will ensure that students who have English as an additional language are fully supported in the acquisition of English as an additional language and guided throughout key aspects of school life throughout their time at school with the aim of encouraging them to develop confidence, independence and an appreciation of British culture and values.

In addition to the work that goes on inside the classroom, staff will work collaboratively with other professionals within the services and external stakeholders to offer literacy and language-based activities, projects and events that are open to all students. We will also strive to ensure effective communication with the parents / carers of the pupil if English is not their first language so that they are fully informed about the work of the school.

### **Quality Assurance and Monitoring**

The progress, outcomes and achievements of students will be included within the school's overall procedures to monitor the impact of our provision for young people with English as an Additional Language.