

Policy and Procedure on English as an Additional Language (EAL)

Cambian Spring Hill School

Policy Author / Reviewer	Chris Strong/Samantha Price
Approval Date	September 2022
Reviewed	September 2024
Next Review Date	November 2026
Version No	5
Policy Level	Schools
Staff Groups Affected	All staff in schools

Contents

Monitoring and Review	1
Terminology	2
Legislation	2
Applies to:	2
Availability	2
Introduction	3
Aims and objectives	3
Assessment for learning	3
Identification and Assessment	4
Teaching and Learning style	4
Home-school Links	4
Professional Development and Learning	4
Use of ICT	5
Effective EAL support	5
Accredited Outcomes	5
Curriculum Access	5
Standard Letters, Forms and Related Policy	5

Monitoring and Review

- 1.1.** The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.



Samantha Price
Principal
November 2025

- 1.2.** The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.

Terminology

1.3. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

‘Establishment’ or ‘Location’	this is a generic term which means the school Cambian Spring Hill School is a school
Individual	means any child or young person under the age of 19 or young adult between the ages of 18 and 25. At Spring Hill School we have children and young people attending and/or residing between the ages of 8 and 19 years of age.
Service Head	This is the senior person with overall responsibility for the school. At Spring Hill School this is the Principal who is Samantha Price.
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Spring Hill School this is OfSTED
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
SEN	means Special Education Needs and is usually shortened to SEN.

Legislation

1.4. Complies with Part 6, paragraph 24(3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- the whole Location inclusive of activities outside of the normal hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the Location.

Availability

1.5. This policy is made available to parents/guardians, carers, staff and Individuals upon request and via the website.

1.6.

Introduction

- 1.7.** In common with the rest of the curriculum, where a child is learning English as an additional language, this is individually planned for, taking into account the particular needs of the child and working with the family to plan how best to facilitate the child's integration into an English speaking setting. If for example, a child at our school was most comfortable speaking in their first language, staff would assess how best to enable the child to use English via a range of assessments and working with the parents/carers. Our experience is that an individually tailored approach is likely to be more successful and support the child to develop trusting and positive relationships with staff. We offer parents/carers the option to receive any policies, procedures, newsletters etc. in a format that they are able to access which includes translation into their first language if required.
- 1.8.** The teaching and learning, achievements, attitudes and well-being of all our children is important. We encourage all our learners to achieve to the best of their ability and we structure a personalised approach to support this process.

Aims and Objectives

The Independent School Standards secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of current legislation.

- 1.9.** We aim to raise the attainment of minority ethnic students by:
- assessing students' English ability and supporting access to the curriculum as quickly as possible;
 - providing students, with EAL opportunities, to hear and read good models of and extend their knowledge and use of English;
 - providing additional in-class and appropriate intervention to support language acquisition;
 - developing an understanding of and valuing the child's home language(s) and cultural background;
 - using visual and auditory resources;
 - appropriately assessing students identified as having EAL needs to establish requirements and track progress;
- 1.10.** The aims of our (EAL) provision are that all students whose first language is not English:
- to become proficient in the use and understanding of functional English language;
 - are supported so that they gain full access to their own bespoke curriculum offer;
 - become aware of and can appropriately respond to differences and similarities between their cultures and others;
 - progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
 - are supported in their preparations to support successful transition.

Assessment for Learning

- 1.11.** Our Speech and Language Therapist assesses individual children in respect of their command and understanding of the English language. The analysis of such assessments shapes next steps in terms of support and intervention. We carry out ongoing recording of attainment and progress in line with agreed school procedures which demonstrate progress from baseline.
- 1.12.** As per the SEN Code of Practice, we ensure appropriate access arrangements to support children when they undertake formal examinations; this process is managed by our SENCo
- 1.13.** Students who have resided in Britain for less than two years at the time of sitting formal exams may qualify for extra time. The SENCo will submit the necessary documentation to the relevant examining bodies in this instance.

Identification and Assessment

- 1.14.** As per our expectations, we require that all language and communication barriers are identified at referral stage.
- 1.15.** Upon admission, all students undertake a period of assessment which is undertaken via our iSTART provision. The process takes between 6 to 12 weeks dependant on need and individual readiness to access the wider school curriculum. The student's Individual Learning Plan (ILP) is formulated by using data from the iSTART process and support the wider staff team to meet need and support access to the curriculum and to develop wider social skills.

Teaching and Learning style

- 1.16.** Teachers will take action to help children who are learning English as an additional language by various means which may include:
- developing their spoken and written English by:
 - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
 - providing in class support for individuals and small groups;
 - developing appropriate resources;
 - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
 - providing a range of reading materials that highlight the different ways in which English is used;
 - encouraging Individuals to transfer their knowledge, skills and understanding of one language to another;
 - providing support within small-group intervention strategy programmes also involving students' whose main language is English;
 - providing advice and training for staff members;
 - building on Individual's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
 - ensuring access to the curriculum and to assessment by:
 - using accessible texts and materials that suit the child's age and levels of learning;
 - providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
 - using the home or first language where appropriate.

Home-school Links

- 1.17.** These are in place to:
- Welcome parents/carers in to school
 - Communicate with and involve parents/carers in their child's learning
 - Promote a multi-cultural understanding across the school
 - Develop curriculum opportunities to broaden a culturally diverse community
- 1.18.** The school is aware of obstacles to communication that may arise for some children and their families with EAL and will source advice and support to overcome these.

Professional Development and Learning

- 1.19.** As required, staff will be provided with opportunities for training on EAL, through the SENCo, whose responsibility it is to provide or source appropriate training on needs-led basis. Such training opportunities are required to extend staff knowledge and understanding and enhance their skills in respect of supporting children who have an EAL need. This contributes to the development of good practice and the raising of achievement within the school.

Use of ICT

- 1.20.** ICT is a central resource for learning in all areas at Spring Hill School and will be used, where relevant, for meeting the needs children who's first language is not English.

Effective EAL support

- 1.21.** This will be evidenced by:
- High standards of EAL training and curriculum content for children, as required
 - Good leadership and management of EAL
 - Children with EAL needs are appropriately challenged and supported so they can reach their potential
 - The curriculum offer is relevant, culturally sensitive and takes into account their specific set of needs
 - The Vice Principal is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils

Accredited Outcomes

- 1.22.** Students with an appropriate level of English will have timeabled English lessons leading to an accredited qualification in English; this could be a GCSE qualification, Functional Skills or an AQA Unit Award.
- 1.23.** the SENCo will provide key details of the students' requirements, and advice as to appropriate strategies, through the EAL register. All should be aware that EAL students will frequently understand what is being said, well before they have confidence enough to speak themselves.

Curriculum Access

- 1.24.** Teaching and learning, achievements, attitudes and well-being of all our children are important. Some of our children may have particular learning and assessment requirements which are linked to their progress in learning English as an additional language. Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking Individuals. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- 1.25.** All students in our school follow the academic requirements as per the Independent School Standards. If appropriate, aspects of the National Curriculum inform and enhance learning experiences. We inform a bespoke curriculum offering based on assessment, aspirations of the child and ability to access the learning. Timetables may be reviewed and revised if need dictates it and changes are always made in partnership with the child and shared with the parent/carers.

Standard Letters, Forms and Related Policy

- 1.26.** Curriculum Policy
- 1.27.** SEN Policy
- 1.28.** Teaching and Learning Policies