Grateley House School

English as an Additional Language Policy 2025-26

Policy Reviewed By	Terry Kelly, Head of Education
Date of Review	January 2026
Date of Next Review	January 2027

Introduction

In common with the rest of the curriculum, where a child is learning English as an additional language, this is studently 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 Grateley House School was most comfortable with say, another language, our strategy in understanding how best to enable the child to use English would include observing the child communicating in their mother tongue. As a result of this, key English words would be sent to the parents/cares, and we would request from them a list of the key words in their mother tongue. This would enable the teachers to be familiar with what the child might be trying to say. It would also assist in preventing the child becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the teachers to encourage the child to transfer the word into English.

Our experience is that this studently tailored approach has shown to be highly successful. We offer parents/carers the option to receive any policies, procedures, newsletters, etc. that they would receive in English, translated into other languages.

The teaching and learning, achievements, attitudes and well-being of all our students are important. We encourage them to achieve the highest possible standards. We do this through taking account of each thier life experiences and needs.

Aims and objectives

The National Curriculum secures entitlement for all students 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 students who are learning English as an additional language. This is in line with the requirements of current legislation. We aim to raise the attainment of minority ethnic students by:

- assessing students English ability and giving students with EAL access to the curriculum as quickly as possible;
- providing students with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- providing additional in-class and withdrawal support to these students;
- developing an understanding of and valuing pupils' home languages;
- using visual and auditory resources;
- assessing students with EAL to establish their needs and progress;
- liaising with Special Educational Needs (SEN) colleagues in identifying students who may additionally have SEN.

The aims of our (EAL) provision are that all students whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- 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 for their next step in their academic careers.

Assessment for learning

We use the QCA English scales to measure English language competence for EAL students linked to the National Curriculum. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for students who are learning English as an additional language.

In mathematics tasks we help students by translating English words or phrases that appear in the assessment materials, or non-English words or phrases that the students use in their responses.

For the science, we provide verbal or written translations of words or phrases in test papers which we think are likely to prove difficult for students for whom English is an additional language. For mental arithmetic test, we provide a verbal translation of the test to students who have limited English.

Students who have been resident in Britain for less than two years at the time of sitting formal public examinations (e.g. GCSE) may qualify for extra time. The SENCo will submit the necessary documentation to the relevant examining bodies in this instance.

Identification and Assessment

Parents/carers are asked to inform the school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside students should be able to identify and assess students with EAL in order to target them for support. This can be done using a variety of data, including

- CATs
- NFER English and Maths tests
- Foundation stage profile
- Teacher assessment
- Reading tests
- Spelling tests
- Student targets
- ICT based tracking systems
- Consultation with parents/carers
- Attendance and behaviour monitoring

Accurate ethnic data

Once students have been identified and assessed, the class teacher needs to work with colleagues to develop their Language Plans with SMART targets (ILP's). All should be aware that EAL pupils will frequently understand what is being said, well before they have confidence enough to speak themselves.

Teaching and learning style

Teachers take action to help students who are learning English as an additional language by various means:

- 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 students 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 students to transfer their knowledge, skills and understanding of one language to another;
- providing support within small-group intervention strategy programmes also involving non–EAL students;
- providing advice and training for staff members;
- building on student'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 student's ages 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

These are in place to:

- Welcome parents/carers into school
- Communicate with and involve parents/carers in their child's learning
- Promote a multi-cultural understanding in school
- Make the school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Professional development

All staff are provided with opportunities for training on EAL, through the SENCo, whose responsibility it is to provide this training on a regular basis, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

Use of ICT

ICT is a central resource for learning in all areas at Grateley House School and is used when relevant for meeting the needs of EAL students.

Resources

Staff working with EAL students can receive training in how to use existing resources to support language development as part of their professional development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase

further resources to support Learning Development including EAL. If teachers do not share the student's language, they can use resources to demonstrate the value of the student's language through:

- dual language texts;
- multi lingual labels around the classroom/school and
- stories from their own and other cultures.

Effective EAL support

This will be evidenced by:

- High standards of EAL training and curriculum content for EAL students.
- Good leadership and management of EAL.
- Students with EAL are sufficiently challenged and supported so they can reach their potential.
- Support takes account of students at the early stage of language learning.
- Use of our 'guardian angel' system. New EAL learners can be paired with both a helper who speaks their mother tongue, wherever possible (to help them feel comfortable) and a classmate (to help them integrate into the school).
- Support takes account of students at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g., pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson.
- The offered curriculum is relevant and sensitive.
- The Middle Leadership Team is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils.
- Links with parents are good.
- The area is a strength in the school.

Identification of EAL needs

EAL needs are identified through a range of methods, including:

- On entry, when EAL is identified and recorded as part of the entrance process, and interviews/meetings with the child and parents/carers take place.
- By teaching staff recognition of the particular needs of a child, which should be fed back to the SENCo.
- Through student meetings with the SENCo.
- Through discussion with external professionals e.g., tutors, previous teachers, etc.
- Through parental information. Parents/carers are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support. Once the students have been identified and assessed, 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.

Provision for Learning Needs

Students with EAL will be differentiated for in accordance with our SEND policies. This may involve the use of all main forms of differentiation (resource, outcome, choice, support, task). As with all students this differentiation will be personalised by subject teachers to take into account the stage of learning attained by the student, and

the methods in which they work best. Teachers will be advised and supported by the SENCo as to suitable methods for each child.

Curriculum Access

Teaching and learning, achievements, attitudes and well-being of all our students are important. Some of our students 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 students. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

All students in our school follow the curricular requirements of the National Curriculum. Students with English as an additional language do not produce separate work. We do not withdraw students from lessons to receive EAL support. Teaching Assistants work in partnership with class teachers within classrooms. This involves

supporting the student or small groups of students and, at times, teaching the whole class. Sometimes they work with groups of students, of whom only one or two may be EAL Students.

Standard Letters, Forms and Related Policy

Curriculum and Assessment Policy
SEND Policy

Terminology

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

Student	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Grateley House School we have 64 students attending and/or residing between the ages of 11 to 19.
Principal	This is the senior person with overall responsibility for the school. At Grateley House School this is the Principal. At Stratford Lodge this is the Registered Manager.
Parent/Carer	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 Grateley House 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

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

Applies to

- the whole school, inclusive of activities outside of the normal hours;
- all staff (teaching and support staff), the proprietor and volunteers working at Grateley House School.

Availability

This policy is made available to parents/carers, staff and students from the website.

Monitoring and Review

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.

The local content of this document will be subject to continuous monitoring, refinement and audit by the Principal.

Signed:

Eva Pereira
Principal

January 2026

Andrew Sutherland
Managing Director, Education Services, CareTech Group
January 2026