Policy and Procedure on

English as an Additional Language (EAL)

Bletchley Park School

Policy Author / Reviewer	Chris Strong
Approval Date	November 2024
Next Review Date	November 2026
Version No	4
Policy Level	Schools
Staff Groups Affected	All staff in schools

Contents

1.   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.

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

Signed:

Andrew Sutherland
Representative, Proprietor- Cambian Group
November 2025

Laura Sharman
Head Teacher
November 2025

2. Terminology

2.1. 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 Children's Home/school/college. Bletchley Park is a school.
Individual	Means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Bletchley Park we have young people attending between the ages of 7 and 19 years.
Service Head	This is the senior person with overall responsibility for the school. At Bletchley Park this is the Headteacher who is Laura Sharman.
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 Bletchley Park 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.

3. Legislation

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

4. 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.

5. Availability

5.1. This policy is made available to parents/guardians, carers, staff and Individuals from the school office or on the website.

6. Introduction

6.1. 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 Location 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 guardians, 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 individually tailored approach has shown to be highly successful. We offer guardians the option to receive any policies, procedures, newsletters etc. That they would receive in English, translated into other languages.

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

7. Aims and objectives

- The National Curriculum secures entitlement for all Individuals 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 Individuals who are learning English as an additional language. This is in line with the requirements of current legislation

7.1. We aim to raise the attainment of minority ethnic pupils by:

- assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible;
- providing pupils 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 pupils;
- developing an understanding of and valuing pupils' home languages;
- using visual and auditory resources;
- assessing pupils with EAL to establish their needs and progress;
- liaising with Special Educational Needs (SEN) colleagues in identifying pupils who may additionally have SEN.

7.2. 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.

8. Assessment for learning

8.1. We use the QCA English scales to measure English language competence for EAL Individuals linked to the National Curriculum. These have only recently been published. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

Identification and Assessment

8.2. Guardians 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 pupils should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data, including:

- Teacher assessment
- Reading tests (where appropriate)
- Spelling tests (where appropriate)
- Individual pupil targets
- Consultation with guardians
- Attendance and behaviour monitoring
- Accurate ethnic data

8.3. Once the pupils have been identified and assessed, the class lead needs to set SMART targets on their pupil support plans (PSP's). All should be aware that EAL pupils will frequently understand what is being said, well before they have confidence enough to speak themselves.

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Teaching and learning style

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

- developing their spoken and written English by:

  o ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;

  o providing in class support for individuals and small groups;

  o developing appropriate resources;

  o explaining how speaking and writing in English are structured for different purposes across a range of subjects;

  o providing a range of reading materials that highlight the different ways in which English is used;

  o encouraging Individuals to transfer their knowledge, skills and understanding of one language to another;

  o providing advice and training for staff members;

  o 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:

  o using accessible texts and materials that suit Individual's ages and levels of learning;

  o providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;

  o using the home or first language where appropriate

Home-school links

8.5. These are in place to:

- Welcome guardians into school

- Communicate with and involve guardians in their Individual's learning

- Promote a multi-cultural understanding in school

8.6. 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

8.7. Staff are provided with opportunities for training on EAL. This contributes to the development of good practice and the raising of achievement within the school.

Use of ICT

8.8. ICT is a central resource for learning in all areas at Bletchley Park and is used when relevant for meeting the needs of EAL pupils

Resources

8.9. Staff working with EAL pupils can receive training in how to use 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

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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

8.10. This will be evidenced by:

- EAL training and curriculum content for EAL pupils

- Good leadership and management of EAL

- Pupils with EAL are sufficiently challenged and supported so they can reach their potential

- Support takes account of pupils at the early stage of language learning

- The offered curriculum is relevant and sensitive

- The SMT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils

- Links with guardians are good

Identification of EAL needs

8.11. 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 guardians take place.

- By teaching staff recognition of the particular needs of a child.

- Through discussion with external professionals e.g. tutors, previous teachers, etc.

- Through parental information.

8.12. Guardians are asked to inform school of any language needs their child may have on entry to school. 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

8.13. Students with EAL will be differentiated for in accordance with our Differentiation and 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 to take into account the stage of learning attained by the student, and the methods in which they work best.

Provision for Learning Needs within Modern Foreign Languages (MFL) lessons

8.14. We have students who have English as their native language and who use another language. We will also have students whose native tongue is not English but they use it as their language of instruction. We will refer to both categories of Version: 2 ® Cambian Group PLC 2014 Approved by: Chris Strong Next Review Date: Sept 2021 Policy Name: English as an Additional Language Date: September 2018 Print Date: 14-Nov-19 Page 7 of 7 Policy No: 82.00 students as Bilingual

Learners as they live in two or more languages. Bilingual students are those who have 'access to more than one language in normal and natural ways in their daily lives.'

8.15. Within language learning we will aim for Additive Bilingualism rather than Transitional Bilingualism which can restrict student leaning.

8.16. Language learning for our bilingual learners is encouraged through:

- contextual support through practical experiences;

- appropriate modelling of language;

- opportunities to communicate confidently in the new language;

- motivation through meaningful activities;

- self-confidence through praise

- stimulating and enjoyable learning situations

Curriculum Access

8.17. Teaching and learning, achievements, attitudes and well-being of all our Individuals are important. Some of our Individuals may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Individuals 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.

8.18. All Individuals in our school follow a bespoke modular curriculum which focuses on the four categories of need in the Education and Health Care plans but at the same time allows access to all National Curriculum subject areas.

8.19. We do not withdraw Individuals from lessons to receive EAL support as this is integral to our bespoke approach to learning

9.   Standard Letters, Forms and Related Policy

9.1. Curriculum Policy

9.2. SEN Policy

9.3. Teaching and Learning Policies