POLICY – English as an Additional Language (EAL)

Education Universal

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval**,** or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Tonia Lewis
Divisional Educational Lead

Karen Carrington
Interim
Executive Head

Terminology

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

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School/College Profile

At Cambian Dunbroch School, our mission is to inspire children and young people to achieve their goals and become worthwhile citizens, by supporting them in a holistic way to overcome barriers and develop their confidence. The very specific nature of the students accessing Dunbroch School dictates that they require a very nurturing, individualised educational experience, whilst also ensuring a quality of curriculum content that matches their abilities. This will enable them to engage and benefit a wide range of positive educational and personal development experiences.
In our school, all members of staff work together in a way conducive to learning, by creating a safe, nurturing and stimulating environment that encourages respect for others, and acknowledging the particular difficulties this represents for our students.
We aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. We will promote a caring community, whose values are built on mutual trust and respect for all.

2. Purpose

This policy applies to Dunbroch School and sets out how we identify, assess, support and evaluate provision for learners who use English as an Additional Language (EAL) so that they access, participate in and achieve across our curriculum and wider life of the site.

It provides a universal framework and outlines the expectations that apply to:

- **Staff** (all colleagues)
- **Senior leaders** (Headteacher/Principal and leadership team)
- **Learners**
- **Visitors and contractors** (where relevant)

This policy enables Dunbroch School to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high-quality provision.

3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates, as set out in **Appendices A**.

4. Legal and Regulatory Context (Universal)

Dunbroch School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendix A**, which summarise the legal, regulatory and inspection requirements for specific sites.

5. Rationale

Our sites welcome multilingual learners and recognise bilingualism/multilingualism as an asset. This policy sets the universal standards that ensure every learner who uses English as an Additional Language (EAL) can access a high-quality curriculum, make strong progress, and feel a deep sense of belonging in our community. Research consistently shows that sustaining home languages benefits cognition, identity and long-term attainment; our approach builds on that evidence while remaining practical for classrooms and tutorials.

6. Policy Principles (What "Good" Looks Like)

We adopt a whole-site approach in which EAL is everybody's responsibility:

1. **Asset-based ethos** that values multilingualism and maintains home languages as a foundation for learning English and achieving academically.
2. **Early, holistic induction and assessment** to establish English proficiency, literacy in home language(s), prior schooling, and any additional needs.
3. **High-quality teaching and tutoring** with language-aware pedagogy (explicit vocabulary, modelling, visuals, talk for learning, scaffolds) integrated across subjects and programmes.
4. **Targeted support** proportional to need, coordinated through an EAL plan, and reviewed for impact; EAL **is not** a special educational need, but **can co-occur** with SEND/ SEMH
5. **Inclusive assessment and fair access to qualifications**, following awarding-body rules for arrangements such as bilingual dictionaries where permitted.
6. **Partnership with parents/carers and communities**, providing translation/interpreting where reasonable and encouraging the continued use of home languages.
7. **Continuous professional development (CPD)** for teachers/tutors and support staff, guided by credible frameworks and self-evaluation tools.
8. **Data-informed improvement** using proficiency and attainment data to track progress, close gaps, and evaluate provision.

7. Terminology and Definitions

- **English as an Additional Language (EAL)**: learners whose first language is not English; includes fully bilingual learners and those at different stages of English proficiency.
- **Home/first language**: the language(s) used at home or in the community. Maintaining these supports' identity, cognition and later attainment.

- **ALN/ASN/SEND/ SEMH** frameworks vary by nation; speaking EAL is not, in itself, an additional learning need, but needs may co-exist and must be identified accurately.

8. Roles and Responsibilities

- **Headteacher**: champions an asset-based culture; ensures resourcing, staffing, CPD and QA; approves local adaptations; monitors impact.
- **Senior Leadership Team**: embeds EAL within improvement planning, curriculum, assessment and professional learning; ensures compliance with awarding-body rules
- **EAL Lead / Education Team**: coordinates induction, assessment, planning, targeted interventions, staff guidance, family partnership, and data tracking.
- **Teachers/Tutors**: design language-aware teaching (subject vocabulary, modelling, structured talk, visuals, scaffolds), assess progress, and adapt materials.
- **Support Staff**: deliver targeted language support and enable access (pre-teaching vocabulary, visuals, glossaries).
- **Learners**: engage with support plans, use self-help strategies (glossaries, drafting tools), and celebrate multilingual identity.
- **Parents/Carers**: share linguistic background, support home language maintenance, and participate in reviews (with interpreting if needed).

9. Identification, Induction and Initial Assessment

Standard process (all phases, under/over 18):

- **Pre-admission information**: collect languages, prior education, literacy levels; note safeguarding or trauma indicators for sensitive transition.
- **Welcome & orientation**: provide a clear induction with visuals and buddies; give families key info in accessible formats; avoid over-reliance on peers as interpreters for sensitive issues.
- **Initial English proficiency profiling**: complete a best-fit baseline across listening/speaking/reading/writing; record a starting point aligned to an internal framework and track over time.
- **Holistic needs analysis**: screen for potential co-existing ALN/ASN/SEND/ SEMH; plan any onward assessment without conflating EAL with SEN
- **School follows**: where possible follows the principles of the National Curriculum

10. Planning and Provision

Each learner identified for EAL support has an **EAL Support Plan** proportional to need:

- **Classroom/Workshop/Tutorial approaches**:
  Clear language objectives alongside subject objectives; pre-teach and revisit key vocabulary; dual-coded visuals; structured talk; modelling and sentence frames; scaffolded reading and writing; gradual release of responsibility.

- **Targeted support** (time-limited): small-group language for curriculum access; oracy development; reading fluency; academic writing; ESOL-style study skills for Post-16 where appropriate.
- **Home language as a resource**: permit bilingual note-making, dual-language texts, and family engagement to sustain biliteracy, which supports English development and outcomes.
- **EAL support**: Small class sizes; small-group language support, 1:1 sessions

11. Assessment, Tracking and Review

- **Formative assessment**: routine checks of vocabulary, comprehension, and academic language (not just conversational fluency).
- **Progress tracking**: maintain an EAL proficiency profile; review against curriculum outcomes; use whole-site self-evaluation tools to plan improvements.
- **Avoiding misidentification**: where progress is atypical despite quality EAL teaching over time, consider ALN/ASN/SEND? SEMH) assessment pathways.

12. Qualifications and Access to Assessment

Principle: assessment must fairly reflect what a learner knows/can do, without altering what is being assessed. Follow awarding-body regulations

Examples (illustrative only; confirm locally):

Bilingual dictionaries may be permitted in some external assessments, dependent on examination board and subject studied

Good practice guidance is available on arranging support for learners who use EAL in high-stakes exams.

The schools Exam Officer will contact the relevant Examination authority to discuss allowed examination access arrangements

13. Partnership with Parents/Carers and Communities

We communicate proactively, value home languages, and provide interpreting/translation where reasonable for key meetings and information. We share practical strategies for supporting learning at home and encourage reading, storytelling and cultural connections in the home language.

14. Staff Capability and Professional Learning

We invest in CPD so all colleagues can apply language-aware pedagogy and understand proficiency progression, including early years and Post-16 contexts. Sites can use whole-school self-evaluation and associated checklists to plan CPD, peer coaching and resource development.

DSLs: Karen Carrington; Rosie Miller & Simon Page (+ Examination Officer)

15. Safeguarding, Wellbeing and Inclusion

Our induction and ongoing support are trauma-informed and culturally responsive. Where relevant, we coordinate with multi-agency partners to ensure wrap-around support for learners and families (e.g., arrivals, refugees/asylum, care-experienced learners).

Refer to our 'Safeguarding and Child Protection' Policy for the full pathway.
DSLs: Karen Carrington; Rosie Miller & Simon Page

16. Data, Information Management and Privacy

We collect only what we need, store it securely, and use it to plan provision and monitor outcomes.

Schools Data protection: Karen Carrington (Head teacher)

17. Quality Assurance and Accountability

- **Internal assurance**: learning walks, book/portfolio reviews focusing on language access, and learner/parent voice.
- **Impact measures** may include: proficiency gains, attendance, participation, curriculum attainment/progression, and destination data (for Post-16).
- **Reporting**: EAL is included in site improvement reviews to the Headteacher/Principal and governance.

18. Complaints and Concerns

Concerns about EAL provision follow the site's standard concerns/complaints process.
Refer to Policy and Procedure on Complaints

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance

Appendices

Appendix A — England

Legislation, guidance and regulatory frameworks underpinning EAL in England.

English as an Additional Language (EAL) — DfE guidance (Early Years to school entry)

- **Means:** Sets expectations for identifying multilingual learners, valuing home language, and creating fair entry/settling processes that do not disadvantage EAL learners at the point of admission.
- **Requires:** Admissions materials and entry conversations gather first language and early proficiency appropriately; sites model inclusive practice, provide accessible information and avoid using EAL status to gatekeep access. Inspectors test culture and implementation.
- **Our stance:** Admissions collects first language and initial needs sensitively; we provide clear pre-admission information and early EAL profiling without barriers.
- **Implementation example:** Admissions form captures "home/first language" and communication needs; welcome pack includes translated basics where reasonable. **Links:** English as an additional language (EAL) — DfE

Education Inspection Framework (EIF)

- **Means:** Sets how Ofsted inspects schools and FE; considers equality of access, statutory compliance and the impact of admissions information and onboarding on learners, including those using EAL.
- **Requires:** Sites evidence fair access, accurate public information, and early identification of learner needs; inspectors expect barriers for multilingual learners to be removed at entry.
- **Our stance:** We demonstrate fair criteria and transparent information across school and FE intakes; EAL profiling occurs at onboarding and informs initial support.
- **Implementation example:** Inspection pack: admissions policy, decisions log, onboarding checklist with EAL/first-language capture for all new learners. **Links:** Education inspection framework (EIF)

Equality Act 2010 — DfE Advice (Schools) and Government Equality Guidance (FE covered in the Act)

- **Means:** The Equality Act applies to schools and FE; DfE schools advice sets out duties at admissions; government equality guidance confirms the Act's scope across education, including FE providers.
- **Requires:** Admissions must not directly/indirectly discriminate; sites evidence due regard and accessible communications for prospective multilingual learners.
- **Our stance:** Equality screening is built into admissions decisions for both school and FE cohorts; we provide interpreting/translation where reasonable.

- **Implementation example:** Offer/decline template includes an equality impact tick-box; website states availability of language support during application. **Links:** Equality Act 2010: advice for schools (applies alongside the Act to FE)

Data protection in education — DfE (Admissions data, incl. EAL fields)

- **Means:** Guidance on lawful collection and use of learner data at admission (UK GDPR/DPA 2018), including language/identity data. Applies to schools and FE.
- **Requires:** Lawful basis, minimisation, privacy notice at point of collection, Records of Processing for admissions; secure handling of language/proficiency data.
- **Our stance:** We collect only what is necessary (e.g., first language) and publish a clear privacy notice linked from the application journey.
- **Implementation example:** Admissions MIS fields limited to required categories; RoPA lists EAL data with retention and sharing controls.
- **Links:** Data protection in schools (DfE)