Policy No:
82.00

Potterspury Lodge School

English as an Additional Language Policy

Policy version control

Policy type	Cambian Potterspury Lodge School
Author/Reviewer	J Amps
Release date	November 2026
Revision date	December 2027

® Cambian Group PLC

Contents

1. Monitoring and Review 2
2. Terminology 3
3. Legislation 3
4. Applies to: 3
5. Availability 3
6. Introduction 4
7. Aims and objectives 4
8. Assessment for learning 5
Identification and Assessment 6
Teaching and learning style 6
Home-school links 7
Professional development 7
Use of ICT 7
Resources 7
Effective EAL support 8
Key Stage 4 8
Key Stage 5 8
Identification of EAL needs 8
Provision for Learning Needs 9
Provision for Learning Needs within Modern Foreign Languages (MFL) lessons 9
Curriculum Access 9
9. Standard Letters, Forms and Related Policy 10

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, Proprieter - Cambian Group

Mr J Amps
Headteacher
Potterspury Lodge School

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. Potterspury Lodge School 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 Potterspury Lodge School we have children and young people attending between the ages of 8-18.
Service Head / Head Teacher	This is the senior person with overall responsibility for the school. At Potterspury Lodge School this is the Head Teacehr who is Mr J Amps .
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 Potterspury Lodge 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.

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.

5.2. 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.

5.3. 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.

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 recognised assessments 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.

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

8.3. In the mathematics tasks and tests at Key Stage 1 we help Individuals by translating English words or phrases that appear in the assessment materials, or non-English words or phrases that the Individuals use in their responses.

8.4. For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for Individuals for whom English is an additional

language. For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to Individuals who have limited English.

8.5. The language support teacher offers support to Individuals during the Key Stage 1 and Key Stage 2 assessment period.

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

Identification and Assessment

8.7. 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:

- NFER English and Maths tests
- PIPs and Aspects
- Foundation stage profile
- CATs
- Teacher assessment
- Reading tests/sweeps
- Spelling tests
- Individual pupil targets
- ICT based tracking systems
- Consultation with guardians
- Attendance and behaviour monitoring
- Accurate ethnic data

8.8. Once the pupils have been identified and assessed, the class teacher needs to work with colleagues to develop Individual 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

8.9. Teachers take action to help Individuals 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 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 non–EAL pupils;
  - 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 Individual'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

8.10. 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

8.11. 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

8.12. 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

8.13. ICT is a central resource for learning in all areas at insert name of school and is used when relevant for meeting the needs of EAL pupils.

Resources

8.14. Staff working with EAL pupils 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

8.15. This will be evidenced by:

- High standards of 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
- 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 pupils 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 SMT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils
- Links with guardians are good
- The area is a strength in the school

8.16. The additional support beyond the classroom available through the SEND department will take following form:

Key Stage 4

8.17. Students with an appropriate level of English will continue in mainstream English lessons leading to GCSE English and English literature. Those who would find the GCSE curriculum too difficult or inappropriate will receive timetabled EAL lessons in preparation for the First Certificate in English or the Cambridge Preliminary English Test.

Key Stage 5

8.18. Sixth formers are recommended two lessons of EAL a week during their study periods. Students are working towards the IELTS examination which is required by many universities in the UK and abroad. Arrangements will be made for them to take their IELTS at a local school centre.

Identification of EAL needs

8.19. 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, which should be fed back to the SENCo.
- Through individual meetings with the SENCo, and with the Head of the MFL faculty where appropriate (e.g. where the language spoken is one that is taught within school, and/or where facilitation of the child's development of language can clearly be assisted through the MFL department's provision).
- Through discussion with external professionals e.g. tutors, previous teachers, etc.
- Through parental information.

8.20. 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 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

8.21. 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 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.

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

8.22. 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 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.'

8.23. Within language lessons we will aim for Additive Bilingualism rather than Transitional Bilingualism which can restrict student leaning. We will aim that through their lessons in French and Spanish, knowledge of other languages extends their constantly expanding language repertoire promoting their use of English and mother tongue. Languages are not separate and isolated units and bilingual learners show a greater level of metalinguistic awareness as well as greater cognitive capacity for language as a system. Bilingual students often demonstrate higher levels of self-confidence as they function in different cultures and social groups.

8.24. If a student is bilingual in French or Spanish, they will be given access to an EPP booklet for regular extension within the classroom. Additional EAL resources tailored to their precise abilities and needs will also be made regularly available. The opportunity to sit qualification examinations (e.g. GCSE, A-level) in their native tongue will be arranged wherever possible, and the Head of MFL can provide advice and guidance on obtaining tuition in languages outside school. Furthermore, the Head of MFL will endeavour to allocate time, where possible, to one on one or small group sessions with bilingual students with Native Language Assistants alongside the option of an after school club delivered by the assistants aimed specifically for bilingual speakers of the appropriate language.

8.25. 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 and
- stimulating and enjoyable learning situations and
- Time spent with Native Language Assistants in one on one or small group sessions.

Curriculum Access

8.26. 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.

8.27. All Individuals in our school follow the curricular requirements of the National Curriculum. Individuals with English as an additional language do not produce separate work.

8.28. We do not withdraw Individuals from lessons to receive EAL support. Teaching Assistants work in partnership with class teachers within classrooms. This involves supporting individual Individuals or small groups of Individuals and, at times, teaching the whole class. Sometimes they work with groups of Individuals, of whom only one or two may be EAL Individuals.

9. Standard Letters, Forms and Related Policy

9.1. Curriculum Policy

9.2. SEN Policy

9.3. Teaching & Learning Policies