



Haberdashers' Castle House School

A2iii EAL Policy		
Actions	Date / details	By whom
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Amendments	Aug 2025 – Checked / Updated	IS
Adopted by Governors	Sept 2025	Governors
Review Date	Aug 2026 or before as required	

This policy, which applies to the whole school inclusive of the Early Years Foundation Stage, is in support of the health and safety policy and the individual health and safety assessments. This policy is publicly available on the school's website. On request a copy may be obtained from the school's office.

Legal Status:

- Complies with Part 6, paragraph 24(3)(b) of the Education (Independent School Standards) (England) (Amendment) Regulations

Applies to:

- Whole of Castle House School including the Early Years Foundation Stage (EYFS)

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher and Governors. It will be reviewed annually.

English as an Additional Language (EAL) Policy

Introduction

- Any child attending Castle House School, who is learning English as an additional language, will, as an entitlement, have all lesson fully differentiated to meet their needs. The school will work in close cooperation with the child's family and, as required, outside agencies, to ensure that individual needs are met and fully support the child's integration into an English-speaking setting.

- At Castle House the teaching and learning, achievements, attitudes and well-being of all our children are of prime importance. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences, home language and needs.
- The backgrounds of most pupils at Castle House mean that the needs of EAL pupils are sometimes higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrases in speaking, writing and grammar. Very few children arrive at Castle House with little English language at all.

Aims and objectives

- Our curriculum, based on Cornerstones, secures entitlement for all children to all National Curriculum areas of learning and more. It 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 and the attitudes and values we promote.
- 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 the Race Relations Act.

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 SEN colleagues in identifying pupils who may additionally have SEN.

Assessment for learning

- We carry out ongoing recording of attainment and progress in line with agreed Castle House procedures.
- Wherever necessary we will modify assessment arrangements allow us to make special arrangements for children who are learning English as an additional language.
- These arrangements may include the use of a translator and/or scribe..

Identification and Assessment

Parents are asked to inform Castle House 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
- Spelling tests
- Individual pupil targets

- ICT based tracking systems
- Attendance and behaviour monitoring
- Accurate ethnic data

Once a pupil has been identified and assessed, the class teacher will take account of outcomes in his/her short-term lesson plans. All should be aware that EAL pupils will frequently understand what is being said, well before they have confidence enough to speak themselves.

Any member of staff working with a pupil for whom English is an Additional language will receive focused training and development to support them in their work.

Teaching and learning style

- At Castle House, teachers take action to help children 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 children 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 children'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 children's ages and levels of learning;
 - providing support through ICT, video or audio materials, dictionaries and translators, readers and scribes;
 - with support, using the home or first language where appropriate.

Home-school links

These should be used to:

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Promote a multi-cultural understanding in school

Castle House 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.

Use of ICT

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

Resources

Staff working with EAL pupils at Castle House will receive training in how to use existing resources to support language development, as part of their professional development. Castle House seeks to purchase resources which reflect different ethnicities in their language, visual images and content.

Effective EAL support

This will be evidenced by:

- 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
- Our endeavours to engage the support of external agencies so that a new EAL learner can be paired with both a helper who speaks their mother tongue 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 school's leadership is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils
- Links with parents are good

Curriculum Access

- Some of our children may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- All children at Castle House have equal access to the curriculum. Children with English as an additional language do not produce separate work, although they may produce differentiated tasks or levelled work to support their language development within a lesson.
- Learning Support Specialists work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes they work with groups of children, of whom only one or two may be EAL children.
- Where necessary EAL pupils will be withdrawn from class for single sessions with external EAL teaching specialists. These EAL teachers work closely with class teachers with synchronised language learning needs across reading, writing, listening and oracy.
- In the EYFS we will plan opportunities for children to develop their English, and provide support to help them take part in activities.
- We will also ask parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their native language so that if the child communicates with us in their native tongue at school we can support and reinforce this communication.