

English as an Additional Language Policy

Shebbear College

May 2025

Contents

1	Aims	3
2	Scope and application.....	3
3	Regulatory framework	3
4	Publication and availability	4
5	Definitions.....	4
6	Responsibility statement and allocation of tasks	4
7	Strategies	5
8	Special educational needs and learning difficulties.....	6
9	Training	6
10	Risk assessment	6
11	Record keeping	6
12	Version control.....	7

1 **Aims**

- 1.1 This is the English as an additional language (**EAL**) policy of Shebbear College.
- 1.2 The aims of this policy are as follows:
 - 1.2.1 to implement school-wide strategies to ensure that EAL pupils have the opportunity to learn and make progress;
 - 1.2.2 to help EAL pupils to become confident and fluent in English in order to be able to fulfil their potential;
 - 1.2.3 to equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
 - 1.2.4 to monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
 - 1.2.5 to maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

2 **Scope and application**

- 2.1 This policy applies to the whole College including the Early Years Foundation Stage (**EYFS**).

3 **Regulatory framework**

- 3.1 This policy has been prepared to meet the College's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2019);
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Childcare Act 2006;
 - 3.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 3.1.6 Equality Act 2010.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014); and
 - 3.2.2 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, 2014).
- 3.3 The following College policies, procedures and resource materials are relevant to this policy:
 - 3.3.1 policy on special educational needs and learning difficulties;
 - 3.3.2 equal opportunities policy;
 - 3.3.3 admissions policy.

4 **Publication and availability**

- 4.1 This policy is published on the College website.
- 4.2 This policy is available from reception in hard copy on request. It can also be made available in large print or other accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
- 5.1.1 references to **English as an Additional Language (EAL)** are used when referring to:
- (a) pupils whose main language at home is a language other than English; or
 - (b) pupils for whom English is not their mother-tongue and are competent (age-appropriate) at speaking at least one other language.

6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the College's processes under the policy	Head	As required, and at least annually
Formal review	Proprietor	As required, and at least once every two years

7 Strategies

- 7.1 Pupils with EAL will be assessed on their arrival to the College to identify the initial level of provision required.
- 7.2 Where pupils are assessed as needing separate EAL teaching by an EAL specialist, parents will be advised that this is the case. The College's EAL specialist will provide additional tuition in English until the pupil has integrated into the mainstream curriculum. The College reserves the right to charge for additional tuition.
- 7.3 The College will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.

Pupils follow the Cambridge English Language Assessment. We prepare them for the following assessments, depending on their level:

A2 Key (KET) – (KS3)

B1 Preliminary (PET) – (KS4)

IELTS (International English Language Testing System - (KS5)

- 7.4 Pupils who receive assistance with EAL will be fully integrated into College life and will be provided with appropriate support as required:
 - 7.4.1 Within core subjects, TAs may work with pupils who have EAL. TAs may also work individually with a pupil who has EAL to support the pupil to access the whole-class teaching. TAs will be guided in this by the class teacher and the SENCO.
 - 7.4.2 Class teachers will differentiate the work for pupils with EAL, to ensure that they are able to access as much of the curriculum as possible. The College's SENCO advises teachers how best this can be done for pupils with EAL with regard to their individual competence and language skills.
 - 7.4.3 The College will seek to provide support to pupils from others from the same language grouping, where possible.
- 7.5 The College will ensure that:
 - 7.5.1 all involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff;
 - 7.5.2 training in planning, teaching and assessing EAL pupils is available to staff;
 - 7.5.3 the effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;
 - 7.5.4 any bullying of which the College becomes aware will be dealt with in accordance with the College's anti-bullying policy.
- 7.6 All teaching staff can assist in the following ways:
 - 7.6.1 be knowledgeable about pupils' abilities and needs in English and other subjects;
 - 7.6.2 ensure the pupil's name is pronounced correctly and that he / she is included as much as possible;

7.6.3 use this knowledge effectively in curriculum planning, classroom teaching and grouping.

7.7 Any concerns about the well-being of a pupil with EAL should be referred to the Designated Safeguarding Lead.

8 Special educational needs and learning difficulties

8.1 If the College has reason to suspect that a pupil with EAL may also have special educational needs or a learning difficulty, the College will take action as referred to in its policy on special educational needs and learning difficulties.

8.2 A pupil will not be regarded as having a learning difficulty solely because the language or form of language in which he / she is or will be taught is different from a language or form of language which is or has been spoken at home.

9 Training

9.1 The College ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

9.2 The level and frequency of training depends on the role of the individual member of staff.

9.3 The College maintains written records of all staff training.

10 Risk assessment

10.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

10.2 The format of risk assessment may vary and may be included as part of the College's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the College's approach to promoting pupil welfare will be systematic and pupil focused.

10.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

10.4 The Head has day to day responsibility to carry out risk assessments under this policy. This may be delegated to another member of staff, providing they have been properly trained in, and tasked with, carrying out the particular assessment.

11 Record keeping

11.1 All records created in accordance with this policy are managed in accordance with the College's policies that apply to the retention and destruction of records.

11.2 The records created in accordance with this policy may contain personal data. The College has a number of privacy notices which explain how the College will use personal data about pupils and parents. The privacy notices are published on the College's website. In addition, staff must ensure that they follow the College's data protection policies and procedures when handling personal data created in connection with this policy.

12 **Version control**

2 May 2025	02 May 2025
2 May 2025	02 May 2025
Date for next review of this policy	02 May 2026
Policy owner (SMT)	Head
Policy owner (Proprietor)	ILG