



Gosfield School

English as an Additional Language Policy

Whole School Policy, including EYFS

Rationale

Gosfield School recognizes that students who have English as an Additional Language (E.A.L.) make a valuable contribution to our school community. We are committed to ensuring E.A.L. learners are supported to achieve their potential academically, socially and emotionally.

Aims

- To ensure all E.A.L. students have equal access to a broad and balanced curriculum.
- To provide high quality teaching that takes account of E.A.L. needs.
- To develop students' confidence and competence in speaking, listening, reading and writing in English.
- To celebrate linguistic diversity within our school community.

The delivery of EAL support rests within the Learning Support Department. The principal aim of EAL support is to give all pupils whose first language is not English the linguistic ability and confidence to deal with their studies, activities and social interactions while they are at school. The EAL provision aims to support and to develop pupils' abilities to *communicate* effectively in speech and writing in a language which is not their first language.

EAL provision supports and develops pupils' appreciation and knowledge of British culture, manners and behaviour while maintaining their indebtedness to their own (if different). It is available, in principle, to all pupils whose first language is not English. In practice, many EAL pupils will neither need nor want language support. The School will make reasonable adjustments to help individual pupils, but there may be restrictions to the provision offered due to available resources or timetable considerations.

ASSESSMENT AND IDENTIFICATION

- Students with E.A.L. will be identified on admission through parent interviews, previous school records and initial assessments.
- The school will use screening tests to establish baseline data and to track progress in English language development.
- Data will be used to inform planning and interventions.
- Further assessment will be made through teacher discussions at staff meetings, reports from any learning support staff and internal assessments and exams that will assess a pupil's ability in a particular subject. These assessments may be tailored to the needs of the child.

Teaching and Learning

- Teachers will plan lessons that are inclusive and accessible for E.A.L. learners.
- Strategies may include:
 - Visual aids, scaffolding and modelling language
 - Collaborative learning and peer support
 - Pre-teaching vocabulary
 - Use of first language where appropriate to support understanding
 - Additional interventions may be provided at the early acquisition stage of English.

Roles and Responsibilities

- Class teachers: responsible for ensuring E.A.L. strategies are embedded in lessons.
- Learning Support Assistants: support E.A.L. students in accessing learning and developing English.
- SENCO: oversees provision, tracks progress, liaises with staff and parents.
- All staff promote inclusion and celebrate cultural and linguistic diversity.

Partnership with Parents and Community


- The school values the role of parents in supporting E.A.L. students.
- Interpreters and translated materials will be used where possible to aid communication
- Parents will be encouraged to continue use of the home language alongside English.

Monitoring and Evaluation

- Progress of E.A.L students will be tracked in line with the school assessment policy.
- The effectiveness of provision will be monitored termly.
- Student voice will be gathered to ensure provision meets learners' needs.

Policy Review

This policy will be reviewed every 2 years.

Signed  Date 4/9/25
Principal

Date of next review September 2027