

**Three Counties Academy Trust**



# English as an Additional Language (EAL) Policy

## #CU11

Last amended 28<sup>th</sup> April 2026 (v1.0)

Policy lifespan: 3 years. Subject to annual compliance check. Next full review 27<sup>th</sup> April 2029.

**Version history**

Date	Version	Details	Actioned by	PDF to Websites	Word to Governor Hub
28.04.26	1.0	Updated document. Formatted to house style and checked against model for updates	MF	✓	✓

## **Contents:**

Version history

Policy abbreviations and acronyms

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Support
4. Inclusion
5. Initial assessments
6. Classroom practice
7. Access to the curriculum
8. Working with parents
9. Pupils with SEND

Monitoring and review

Appendices

A. First Language Assessment Form

Trust Glossary

## Policy Abbreviations and Acronyms

<b>DfE</b>	Department for Education
<b>EAL</b>	English as an Additional Language
<b>LAC</b>	Looked After Child
<b>PLAC</b>	Previously Looked After Child
<b>SENCO</b>	Special Educational Needs Coordinator
<b>SEND</b>	Special Educational Needs and Disabilities
<b>TCAT</b>	Three Counties Academy Trust
<b>UK GDPR</b>	United Kingdom General Data Protection Regulation

**NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.**

## Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL may face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all pupils with EAL at our schools are given the best chance possible to reach their full potential.

Three Counties Academy Trust (TCAT) aims to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to their school
- Ensure strategies are in place to support pupils with EAL
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL
- Assess the skills and needs of pupils with EAL
- Gather accurate information regarding children's backgrounds, cultures and abilities
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL
- Use all available resources to raise the attainment of pupils with EAL
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout our schools
- Maximise opportunities to model the fluent use of English
- Ensure pupils with EAL are acknowledged for their skills in their own languages

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance and good practice including, but not limited to, the following:

- [Childcare Act 2006](#)
- [Education Act 2002](#)
- [The UK General Data Protection Regulation \(UK GDPR\)](#)
- [Data Protection Act 2018](#)
- [DfE 'The Equality Act and schools'](#)
- [DfE 'Promoting the education of looked after children and previously looked after children'](#)
- [DfE 'Equality Act 2010: advice for schools'](#)
- [DfE 'Mental health and wellbeing provision in schools'](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available.

This policy operates in conjunction with the following policies and documents:

- Admissions Policy Trust Level (GN1)
- Special Educational Needs and Disabilities (SEND) Policy (SD3)
- Child Protection and Safeguarding Policy and Procedures (SG1)
- Supporting Pupils with Medical Conditions Policy (SG4)
- Anti-Bullying Policy (SG19)
- LAC (including PLAC) Policy (SG38)

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

## 2. Roles and responsibilities

The Trust Board will have overall responsibility for the development of this policy.

Local Governing Bodies will have overall responsibility for the implementation of this policy within their schools.

Headteachers/Heads of School will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them
- Ensuring that teachers monitor and review pupils' progress during the academic year
- Appointing a member of staff to lead on their school's approach to supporting pupils with EAL
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- Ensuring that procedures and policies for the day-to-day running of their school do not directly or indirectly discriminate against pupils with EAL
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL

The EAL lead within each TCAT school, will be responsible for:

- The induction of newly arrived pupils
- Conducting initial assessments of pupils with EAL
- Teaching small groups of pupils with EAL and providing classroom support as required
- Liaising with teaching staff on support for pupils with EAL
- Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL
- Encouraging and supporting pupils to maintain and develop their first language
- Facilitating pupils' use of first language national examinations
- Developing relationships between the school and parents of pupils with EAL
- Securing and providing training to ensure staff development
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils

- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning
- Providing a good model of spoken English
- Where possible, using a variety of types of text to explore their subject and through the varied use of English
- Ensuring the inclusion of pupils with EAL in their classrooms
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning

### **3. Support**

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. During the induction period, typically lasting six weeks but varying dependant on pupils' progress, pupils will still take part in PE, art and maths classes.

In-class support and small group work is utilised as soon as the pupil can be successfully integrated into the classroom environment. The pupil will still spend time with staff delivering intervention on a daily basis where this is required.

### **4. Inclusion**

TCAT and our schools utilise a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout each school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem
- The language development of pupils is the responsibility of the entire TCAT community
- Mainstream and support departments will work together to ensure optimal outcomes are achieved
- Diversity will be valued, and classrooms will be socially inclusive

- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge
- Where large groups of pupils with EAL speak the same language, each school encourages wider integration to promote inclusion and to improve pupils' understanding of English

## **5. Initial assessments**

When pupils first join a TCAT school, they will undertake a timely initial assessment to gauge their English abilities in an informal manner that does not make the pupil feel isolated or inferior.

The assessment will be carried out using the form provided in Appendix a.

Initial assessments are carried out by the EAL lead or a suitably qualified delegate, and completed assessments are held on the pupil's profile.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning. The pupil and their parents may view the assessment at any time.

## **6. Classroom practice**

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise
- The provision of writing frames
- The use of props

Language skills will be developed through:

- Collaborative activities involving spoken communication
- Feedback opportunities and conversations
- Good models provided by peers

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills
- 'Expert' readers and writers present in each group to provide assistance and model language

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid pupils with EAL, and dual language textbooks are available and used where possible.

Prior to any private tuition or one-to-one support, the pupil is informed of the purpose of the session and the objectives.

## **7. Access to the curriculum**

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided
- Visual support is utilised to provide greater understanding of key concepts
- There are opportunities for pupils to use their first language in the classroom
- The support requirements of pupils with EAL are identified and the support is made available

## **8. Working with parents**

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of pupils with EAL. To aid this partnership, TCAT and our schools will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions
- Provide interpreters for meetings when needed
- Ensure the language used in letters to parents is clear and straightforward
- Where appropriate, have teachers read through the letter with pupils before sending the letter home, to ensure the message is clear
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL
- Encourage parents to attend parents' evenings and participate in school functions
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate
- Encourage parents to become involved with homework through shared reading schemes and language-based homework
- Plan activities in a way that ensures they do not clash with religious/community commitments

## **9. Pupils with SEND**

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEND of pupils with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within TCAT's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

## **Monitoring and review**

### **Lifespan of Policy: 3 Years**

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the Executive Headteacher/CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies and Headteachers/Heads of School.

The next scheduled full review date for this policy is 27<sup>th</sup> April 2029.

Date approved by the Board Appointed Trustee: 28<sup>th</sup> April 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 28<sup>th</sup> April 2026.

# Three Counties Academy Trust



## Appendix A: First Language Assessment Form

<b>Pupil's name</b>	
<b>Assessed by</b>	
<b>Language</b>	
<b>Date</b>	

<b>Is the pupil's social/linguistic behaviour age-appropriate?</b>	<b>Y/N</b>
<b>Does the pupil understand a range of questions, instructions and a story, told in their first language?</b>	<b>Y/N</b>
<b>Is the pupil's speech clearly articulated?</b>	<b>Y/N</b>
<b>Is the pupil able to speak accurately at a social level?</b>	<b>Y/N</b>

<b>Is the pupil's vocabulary appropriate/sophisticated/limited?</b>	<b>Y/N</b>
<b>Does the pupil use correct grammatical structures?</b>	<b>Y/N</b>
<b>Can the pupil talk about the past, present and future using correct verbal forms?</b>	<b>Y/N</b>
<b>Do you have any concerns?</b>	<b>Y/N</b>

<b>Do you have any comments regarding the pupil's social interaction with you during the assessment?</b>	<b>Y/N</b>
<b>Can the pupil read and write in their first language?</b>	<b>Y/N</b>
<b>Can the pupil complete age-appropriate mathematics tasks with limited language context?</b>	<b>Y/N</b>

## Trust Glossary

<b>AA</b>	Admissions Authority	<b>H&amp;S</b>	Health and Safety
<b>AAI</b>	Adrenaline Auto-Injector (Epi Pen)	<b>HoS</b>	Head of School
<b>ACM</b>	Asbestos Containing Materials	<b>HSE</b>	Health and Safety Executive
<b>AHT</b>	Assistant Headteacher	<b>ICO</b>	Information Commissioners Office
<b>AIR</b>	Attendance Intervention Reviews	<b>IDSR</b>	Inspection Data Summary Report
<b>APDR</b>	Assess Plan Do Review Cycle	<b>IHP</b>	Individual Healthcare Plan
<b>APIs</b>	Application Programming Interfaces	<b>IRMS</b>	Information and Records Management Society
<b>ASC</b>	Autistic Spectrum Condition	<b>IWF</b>	Internet Watch Foundation
<b>ASP</b>	Analyse School Performance	<b>KCSIE</b>	Keeping Children Safe in Education
<b>ATH</b>	Academy Trust Handbook	<b>KS1/2/3/4</b>	Key Stage 1/2/3/4
<b>BAME</b>	Black, Asian and Minority Ethnic Backgrounds	<b>LAC</b>	Looked After Child
<b>BAT</b>	Board Appointed Trustee	<b>LADO</b>	Local Authority Designated Officer
<b>BCP</b>	Business Continuity Plan	<b>LGB</b>	Local Governing Body
<b>BFR</b>	Budget Forecast Return	<b>LLC</b>	Low-Level Concerns
<b>CEO</b>	Chief Executive Officer	<b>LSA</b>	Learning Support Assistants
<b>CFO</b>	Chief Financial Officer	<b>MASH</b>	Multi-Agency Safeguarding Hub
<b>CIF</b>	Condition Improvement Fund	<b>MAT</b>	Multi-Academy Trust

<b>CIN</b>	Child in Need	<b>MFA</b>	Multi-Factor Authentication
<b>CLA</b>	Children Looked After	<b>MFL</b>	Modern Foreign Language
<b>CMIE</b>	Child Missing in Education	<b>NCSC</b>	National Cyber Security Centre
<b>COO</b>	Chief Operating Officer	<b>NoV</b>	Note of Visit
<b>COSHH</b>	Control of Substances Hazardous to Health	<b>NPQ</b>	National Professional Qualifications
<b>CP</b>	Child Protection	<b>PA</b>	Persistent Absence
<b>CPD</b>	Continuing Professional Development	<b>PAN</b>	Published Admission Number
<b>CPOMS</b>	Child Protection Online Management System	<b>PECR</b>	Privacy and Electronic Communications Regulations
<b>CSCS</b>	Children's Social Care Services	<b>PEP</b>	Personal Education Plan
<b>CSE</b>	Child Sexual Exploitation	<b>PEEP</b>	Personal Emergency Evacuation Plan
<b>CTIRU</b>	Counter-Terrorism Internet Referral Unit	<b>PEx</b>	Permanent Exclusion
<b>CWD</b>	Children with Disabilities	<b>PP</b>	Pupil Premium
<b>CYPMHS</b>	Children and Young People's Mental Health Services	<b>PPG</b>	Pupil Premium Grant
<b>DBS</b>	Disclosure and Barring Service	<b>PSHE</b>	Personal, Social and Health Education
<b>DDSL</b>	Deputy Designated Safeguarding Lead	<b>PSED</b>	Public Sector Equality Duty
<b>DfE</b>	Department for Education	<b>PTFA</b>	Parent, Teacher and Friends Association
<b>DHT</b>	Deputy Headteacher	<b>QA</b>	Quality Assurance

<b>DSE</b>	Display Screen Equipment	<b>RIDDOR</b>	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
<b>DSL</b>	Designated Safeguarding Lead	<b>RHE</b>	Relationships and Health Education
<b>DPO</b>	Data Protection Officer	<b>RPA</b>	Risk Protection Arrangement
<b>EAL</b>	English as an Additional Language	<b>RSHE</b>	Relationships, Sex and Health Education
<b>ECT</b>	Early Career Teacher	<b>SA</b>	Severely Absent
<b>EDIB</b>	Equality, Diversity, Inclusion and Belonging	<b>SALT</b>	Speech and Language Therapist
<b>EHA</b>	Early Help Assessment	<b>SARC</b>	Sexual Assault Referral Centre
<b>EHCNA</b>	Education, Health and Care Needs Assessment	<b>SBM</b>	School Business Manager
<b>EHCP</b>	Education, Health and Care Plan	<b>SCC</b>	Standard Contractual Clause
<b>EHE</b>	Elective Home Education	<b>SCITT</b>	School-Centred Initial Teacher Training
<b>ELSA</b>	Emotional Literacy Support Assistant	<b>SCR</b>	Single Central Record
<b>ESFA</b>	Education and Skills Funding Agency	<b>SDP</b>	School Development Plan
<b>EVC</b>	Educational Visit Coordinator	<b>SDQ</b>	Strengths and Difficulties Questionnaire
<b>EWOSSO</b>	Education Welfare and Safeguarding Support Officer	<b>SEF</b>	Self-Evaluation Form
<b>EYFS</b>	Early Years Foundation Stage	<b>SEMH</b>	Social, Emotional, and Mental Health
<b>FBV</b>	Fundamental British Values	<b>SENCO</b>	Special Educational Needs Coordinator
<b>FFT</b>	Fischer Family Trust	<b>SEND</b>	Special Educational Needs and Disabilities

<b>FGM</b>	Female Genital Mutilation	<b>SIP</b>	School Improvement Partner
<b>FGMPO</b>	FGM Protection Order	<b>SLA</b>	Service Level Agreement
<b>FOI</b>	Freedom of Information	<b>SLCN</b>	Speech, Language and Communication Needs
<b>FSM</b>	Free School Meals	<b>SLT</b>	Senior Leadership Team
<b>FTS</b>	Find a Tender Service	<b>SPOC</b>	Single Point of Contact
<b>GAG</b>	General Annual Grant	<b>STEM</b>	Science, Technology, Engineering and Maths
<b>GDPR</b>	General Data Protection Regulation	<b>TA</b>	Teaching Assistant
<b>GIAS</b>	Get Information about Schools	<b>TAC</b>	Team Around the Child
<b>HASH</b>	Herefordshire Association of Secondary Heads	<b>TCAT</b>	Three Counties Academy Trust
<b>HBA</b>	Honour Based Abuse	<b>TUPE</b>	Transfer of Undertakings (Protection of Employment)
<b>HR</b>	Human Resources	<b>VSH</b>	Virtual School Headteacher