Outcomes First Group

English as Additional Language Policy

September 2026

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1.0 INTRODUCTION

The term English as an Additional Language (EAL) is used when referring to pupils whose first language is not English, meaning they are exposed to and may use another language at home other than English.

This policy sets out The Tower School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

2.0 AIMS, OBJECTIVES & STRATEGIES

Aims

- To welcome and value the cultural, linguistic, and educational experiences that pupils with EAL bring to the school community.
- To implement consistent, school-wide strategies that ensure EAL pupils are effectively supported in accessing and engaging with the full curriculum.
- To support EAL pupils in becoming confident, competent, and fluent in English, enabling them to achieve their full academic potential.

Objectives

- To assess the skills and needs of EAL pupils effectively and ensure appropriate provision is in place across the school.
- To equip all staff with the knowledge, skills, and resources needed to support, monitor, and include EAL pupils in all aspects of school life.
- To systematically monitor the progress of EAL pupils and use data to inform classroom practice and curriculum planning.
- To promote pupils' self-esteem and confidence by recognising, valuing, and giving status to their skills in their first languages.

Strategies

- Recognise and value the child's first language (mother tongue) to help boost their self-esteem and sense of identity.
- Create classrooms that are socially and academically inclusive, where cultural differences are respected and individual identities are celebrated.
- Identify and build on each pupil's strengths and prior knowledge to support their learning and development.

3.0 TEACHING & LEARNING

- Assess each pupil's competence in English as early as possible, using appropriate tools and frameworks, and relate this to National Curriculum standards and expectations.
- Ensure planning includes differentiated tasks and support for EAL pupils, reflecting their language

development needs.

- Maintain high expectations for all pupils; encourage full participation and extended responses, avoiding reliance on one-word answers.
- Monitor the progress of EAL pupils carefully and set appropriate, challenging, and achievable learning objectives based on their stage of English acquisition.
- Recognise that EAL pupils may require additional time to process questions and formulate responses in English.
- Encourage the use of pupils' first languages where appropriate to support understanding and the development of key concepts.
- Use purposeful, collaborative grouping strategies to ensure EAL pupils are exposed to strong models of spoken English and benefit from peer interaction.
- Provide explicit teaching of vocabulary, including subject-specific and high-frequency words, and create opportunities for pupils to practise and apply new vocabulary in context.

Principal

The Principal will ensure that:

- All involved in teaching EAL learners liaise regularly.
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching and assessing EAL learners is available to staff.
- Challenging targets for EAL pupils; learning is set and met.
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.

Form Tutor/Class Teacher

The Form Tutor/Class Teacher will:

- Oversee initial assessment of pupils' standard of English.
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete personalisation in medium term plans for each pupil and include learning needs in pupil passport).
- Monitor standards of teaching and learning of EAL pupils.
- Liaise with the Multi-Cultural Service.
- Liaise with parents/guardians.
- Support the pupils' language development both in class and by withdrawal (for 1:1 or small group interventions) as appropriate.
- Report to the Phase Lead on the effectiveness of the above and the progress of pupils.
- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping.

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