



'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

English as an Additional Language Policy

Five Rivers Child Care Ltd

Policy Owner	Headteacher
Authoriser	Head of Education
Date of Original Issue	15/11/2021
Date of Last Review	01/09/2026
Date of Next Review	01/09/2027
Version	V3

© Five Rivers Child Care Limited 2019, All Rights Reserved.

The content of this policy is protected by the copyright laws of England and Wales and by international laws and conventions. No content from this policy may be copied, reproduced or revised without the prior written consent of Five Rivers Child Care Limited. Copies of content may be saved and/or printed for use in relation to the business and affairs of the Company only.

Contents

1. Policy	3
1.1 Policy Statement	3
1.2 Definitions	3
1.3 Data Protection	3
1.4 Disclosure of Information	4
2. Legislative and Statutory Framework	4
3. Context	4
4. Key Principles of Additional Language Acquisition	5
5. School Ethos	5
6. Assessment	5
7. Monitoring and Evaluation	6
8. Teaching Strategies	6
9. Resources	7
10. Safeguarding Considerations for EAL Pupils	7
11. Review	7

1. Policy

All pupils need to feel safe, recognised, understood, valued and accepted so that they can learn effectively. For pupils learning English as an additional language, this includes recognising and valuing their home language, culture and identity.

At Five Rivers, we recognise that bilingualism and multilingualism are strengths. Pupils with EAL bring a rich diversity of language and experience which enhances the school community. We adopt a **whole-school approach** to EAL, encompassing ethos, curriculum access, inclusion, anti-racism and language development.

This policy is underpinned by current statutory guidance and legislation, including safeguarding and equality duties.

1.1 Policy Statement

This policy outlines the school's approach to:

- Identifying pupils with EAL
- Meeting their educational and pastoral needs
- Ensuring equality of access to the curriculum
- Promoting rapid and sustained language development

1.2 Definitions

A pupil is identified as having English as an Additional Language (EAL) if they are exposed to a language at home that is known or believed to be other than English and they are in the process of learning English.

This includes pupils who:

- Are new to English
- Are developing competence
- Are fluent socially but still developing academic language proficiency

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of

the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

2. Legislative and Statutory Framework

This policy reflects the school's responsibilities under:

Equality Act 2010 – Schools must not discriminate and must promote equality of opportunity for all pupils, including those with EAL

Public Sector Equality Duty (PSED) – Schools must actively eliminate discrimination, advance equality and foster good relations

Working Together to Safeguard Children (2026) – Safeguarding responsibilities apply to all pupils, including those who may be vulnerable due to language barriers or recent arrival.

DfE Statutory Guidance for Schools – Schools must provide access to a broad and balanced curriculum and meet the needs of all learners.

The school recognises that EAL is **not a Special Educational Need**, though some pupils may have overlapping needs requiring coordinated support.

3. Context

EAL pupils come from a wide range of backgrounds:

- Established local communities and newly arrived families
- Pupils new to English and those already fluent
- Pupils with strong literacy in their home language and those with limited or interrupted education
- Pupils who may have experienced trauma, displacement or asylum processes

- Some pupils may be isolated learners, being the only speaker of their language in school.

Provision must therefore be flexible and responsive to individual needs.

4. Key Principles of Additional Language Acquisition

- All teachers are teachers of language and have responsibility for EAL learners
- Pupils are entitled to access the full National Curriculum
- Language and learning are interdependent; subject content must include explicit language teaching
- Academic language takes significantly longer to develop than conversational fluency
- Learning is most effective in meaningful, contextualised situations
- First language skills support additional language acquisition
- High-quality modelling of spoken and written English is essential
- EAL provision must promote inclusion, independence and high expectations

5. School Ethos

We are committed to providing an inclusive environment where all pupils can thrive.

- Pupils learn English most effectively when fully included in classroom learning
- Diversity is valued and celebrated
- Classrooms are language-rich and culturally inclusive
- Home languages are recognised and encouraged
- Visual support and accessible environments are prioritised
- The school actively promotes equality and challenges discrimination

6. Assessment

- All EAL pupils are assessed on admission, including language proficiency
- Ongoing formative assessment informs teaching and intervention
- Targets are set and regularly reviewed
- Staff monitor progress in English acquisition and curriculum access
- Assessment approaches are adapted to ensure fairness and accessibility
- Care is taken when using formal tests in early stages of English development

7. Monitoring and Evaluation

- Progress is regularly reviewed and discussed by staff
- Planning reflects both curriculum and language objectives
- Observations and assessments track language development
- Provision considers pupils' linguistic, cultural and social backgrounds
- EAL outcomes contribute to school self-evaluation and improvement planning

8. Teaching Strategies

General Approaches

- Use structured talk and collaborative learning
- Provide opportunities for oral rehearsal
- Adapt assessment methods

Learning from Text

- Teach reading strategies (skim, scan, inference)
- Model reading aloud
- Teach use of textbooks and research skills
- Use graphic organisers and diagrams

Learning through Writing

- Provide model texts and writing frames
- Teach grammar, structure and formality
- Support drafting, editing and redrafting
- Clarify audience and purpose

Visual Support

- Use diagrams, images, and real objects
- Provide labelled environments and visual timetables

Language Scaffolding

- Sentence starters and structured talk
- Break tasks into manageable steps

Vocabulary Development

- Pre-teach key vocabulary
- Use word banks, visuals and bilingual resources

Collaborative Learning

- Peer support and buddy systems
- Group work to model language

Differentiation

- Adapt tasks to language proficiency

- Provide alternative ways to demonstrate understanding

Use of Technology

- Interactive and language learning tools
- Subtitled and multimedia resources

Cultural Inclusion

- Reflect diverse experiences in curriculum
- Encourage pupils to share cultural knowledge

9. Resources

The school provides:

- Dual-language books and dictionaries
- Visual resources and labelled environments
- ICT and multimedia tools
- Story sacks and practical resources
- Access to translation tools where appropriate

10. Safeguarding Considerations for EAL Pupils

The school recognises that pupils with EAL may:

- Be at increased risk due to communication barriers
- Require additional support to express concerns
- Need culturally sensitive approaches

All staff ensure that safeguarding procedures are **accessible and inclusive**, in line with statutory guidance.

11. Review

This policy will be reviewed annually or earlier in response to legislative or statutory updates.