ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

INTRODUCTION

This policy has been reviewed in light of and has regard to the requirements of the Equality Act 2010 and the DfE Statutory Guidance: Special Educational Needs and Disability Code of Practice January 2015.The Code of Practice confirms that any pupil presenting with an EAL need does not necessarily mean they present with a disability.

This policy is designed to support students who have English as an Additional Language (EAL), that is students who have a home language other than English and/or first spoke a language other than English. Throughout this policy these students are referred to as EAL students.

Salesian College admits students who fulfil the admissions requirements as set out in our Admissions Policy, which includes sitting entrance examinations in English. As a result, EAL students at Salesian College are usually confident and fluent in speaking, listening, reading and writing in English.

Salesian College aims to promote a strong sense of co-operation and tolerance based on a Christian awareness of the needs of others. This aligns with our stated Salesian mission which is underpinned by a sense of loving kindness to all and for all within a learning environment which allows all to flourish and feel fulfilled. We aim to develop each student's potential for independent thought through a rigorous academic education. When the learning of an EAL student is hindered due to lack of proficiency in English, additional support is provided to overcome barriers to learning. We welcome and value the cultural and linguistic experiences that students with EAL bring to the College.

OBJECTIVES

This policy is intended to inform parents and prospective parents of the arrangements Salesian College makes to support EAL students when learning and progress are hindered because of lack of proficiency in written and/or spoken English.

IDENTIFICATION AND PROVISION

EAL students are identified by parents on admission to the college. Further students may be identified through the College's normal monitoring systems.

A list of initially identified students is detailed on the college's management information system, iSAMS. EAL students requiring extra support because of lack of proficiency in written and/or spoken English are also registered by the Special Educational Needs and Disability Coordinator (SENDCo) on the Learning Support platform on iSAMS. *On entry to the college, staff are made aware and given suggestions for classroom support should it be required. The SENDCo requests feedback after a settling in period.*

It is recognised that students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English. The school will work to achieve the following for EAL students:

- To ensure that, in conducting broader assessments of children's ability and progress, any limited proficiency in English will not be a barrier to understanding their wider abilities
- To give all students the opportunity to overcome any barriers to learning and assessment
- To welcome and value the cultural, linguist and educational experiences that students with EAL bring to the college
- To enable them to develop an understanding of and respect for British culture
- To implement school-wide strategies to ensure that EAL students are supported in taking part in all activities
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English to be able to fulfil their academic potential
- To encourage and enable parental support in improving their children's attainment
- All rooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities as appropriate
- To identify the student's strengths and acknowledge the time it takes to become fluent in an additional language.

The College uses a scale of descriptors to identify, monitor and provide support for EAL students:

- Fluent
- Competent
- Developing Competence

Fluent: Where a student is identified as 'fluent' they are able to operate across the curriculum to a level of competence equivalent to that of a student who uses English as their first language. They will not receive additional support but their progress will be closely monitored by subject teachers, the SENDCo and the relevant Head of Year.

Competent: enabling successful engagement in activities across the curriculum but whose written English may lack complexity or where they need support to access subtle nuances of meaning. They will be offered appropriate in-class support. This student may be given enhanced opportunities for speaking and listening and will be offered effective models of spoken and written language. Teachers will recognise that they may need more time to process answers and may need to be supported using strategies to help them to develop a sophisticated use of English. They will be added to the Learning Support platform on iSAMS for monitoring.

Developing Competence: indicating the need for ongoing support to access the curriculum fully. A One Page Profile is written summarising difficulties and offering strategies to support the student academically and pastorally which may be used both in the classroom and in other aspects of college life. They will be added to the Learning Support platform on iSAMS for monitoring. Targeted 1:1 support may also be actioned by Heads of Department which may include guidance in structuring work, subject specific language, general study skills and note taking strategies. This support may be given by a teacher or Learning Support Assistant (LSA.) In exceptional circumstances, where further support is required, after consultation with parents, a specialist teacher will be sought to teach the student out of college hours or by reducing the timetable.

It is expected that a student will progress to becoming 'Fluent' with the above support.
However, if progress in English is not as expected, the SENDCo will discuss with the Head of Year and parents to consider if further testing may be needed to ascertain if underlying difficulties exist indicating a special educational need or disability. EAL is not a Special Educational Need.

RESPONSIBILITIES

All staff are responsible for supporting EAL with their learning within the classroom and other areas of the school environment. All staff are required to report any concerns about individual EAL students to the Head of Year or Head of Department who will take appropriate action. For EAL students identified on iSAMS, staff refer to the strategies detailed on the One Page Profile and consult with the SENDCo.

For the majority of their time at school, our EAL students will be integrated in all the same classes as our native speaking English students. Everyone in the school is therefore responsible for helping our EAL students become more fluent in English. During lessons teachers will:

- Show differentiated work in their planning
- Have high expectations, expect students to contribute and give more than single word answers
- Recognise that EAL students are as able as any other students and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully
- Recognise that EAL students need more time to process answers
- Allow students to use their mother tongue to explore concepts
- Use groups to ensure that EAL students hear good models of English
- Use collaborative group activities
- Provide a range of reading books that highlight the different ways in which English is used, and in which both language and content are suitably matched to the age and maturity of the student
- Ensure that there are many opportunities for talking to both adults and peers

The SENDCo is responsible for providing guidance and strategies to ensure EAL students can access the full curriculum.

The SENDCo is responsible for monitoring the support and progress of EAL students.

TRAINING

Salesian College provides INSET training on strategies to support EAL students.

POLICY CONTROL	
Author	Deputy Head / SENDCo
SLT Approved Date	3 October 2025
Governors Approved Date	23 October 2025
Review schedule	Biennial
Date of next review	September 2027