



English as an Additional Language Policy

Date: 2025

Review: 2026



STATEMENT OF PRINCIPLE

As an international school, we believe that all pupils have the right to achieve their maximum academic and social potential regardless of their starting points. At Nobel Algarve British International School, we are committed to providing appropriate teaching and resources for pupils

Shaping the world



for whom English is an additional language. It is our policy to identify individual pupils' needs, recognise the skills they bring to the school, and ensure good progress is made by all pupils.

AIMS

- To ensure that pupils identified as having English as an additional language are promptly assessed and their needs addressed appropriately, in order that good progress can be made.
- To take account of parents/carers' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- To ensure that all teachers have the knowledge, skills and understanding to enable access to the curriculum for pupils with English as an additional language.
- To ensure that all languages, dialects, accents and cultures are equally valued.
- To ensure there is a clear distinction between SEND and EAL.
- To ensure that all pupils with English as an additional language can use English confidently, can use English as a means of learning across the curriculum and, where appropriate, can use their knowledge of other languages.

1. ROLES AND RESPONSIBILITIES

1.1 For pupils

- To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self-evaluation and review.

1.2 For Parents and Carers

- To be actively involved in working in partnership with the school to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

1.3 For Teachers

- To plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to the National Curriculum at a level that challenges all pupils to reach their full potential.
- To ensure that pupils' data and starting points are referred to as part of the lesson planning process.





1.4 For Phase and Curriculum Leaders

- To ensure fully differentiated quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.
- To monitor, evaluate and review the quality of teaching and learning across the subject area, with regard to pupils identified as having English as an additional language.
- To monitor the academic progress of pupils with EAL across the curriculum, ensuring that the identified strategies are being used.

1.5 For the Head of Section

- To hold regular meetings reviewing the progress of EAL pupils and ensure appropriate intervention is in place as needed.
- To make sure the EAL register is updated.
- To work with subject areas to develop resources and/or deliver INSET to support pupil learning and to aid in the acquisition of English through the mainstream curriculum.
- To ensure appropriate information on new arrival pupils is disseminated to teachers.
- To monitor and evaluate the progress of individual pupils in the acquisition of competence in the English language.
- To deploy staff and resources according to the needs of the pupils.
- To review and share progress of EAL support with the Head of School
- To agree a programme of professional development with the ALG that will ensure all staff have the knowledge skills and understanding to support those pupils with EAL.
- To ensure a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers is in place.
- To monitor and evaluate progress of pupils with EAL across subject areas.
- To review Additional Support Programmes for pupils accessing targeted interventions.
- To ensure effective communication with parents.

2. PUPILS WITH EAL

Pupils with EAL are pupils who speak English as an additional language. They may be fluent in English, not speak English at all or have a level of English anywhere between. They may have achieved high academic levels in another system or have no experience of school at all.

Pupils with English as an additional language are not regarded as SEN, solely because the language or different form of language of their home is different from the language in which they will be taught. Nobel Algarve entirely agrees with the belief that: "children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught".

However, a pupil with EAL may be identified as having SEN during assessment and will have equal access to school SEN provision.





We also recognise that some EAL pupils may be gifted and talented even though they may not be fully fluent in English.

3. PROVISION FOR PUPILS WITH EAL

Provision is provided according to need and includes:

- Pupil Profiles outlining BELL Proficiency in English levels, details of previous education and language fluency and suggested strategies for the teacher, pupil and parents to enable language development and progress.
- Reviews of progress made in developing language competence and in subject areas.
- Partnership planning involving the class teacher and middle leadership (curriculum and phase leads) to support the development of language competence and academic progress for EAL pupils.
- Withdrawal for small group or individual work with a support teacher or Learning Support Assistant for targeted, short-term intervention.
- Lunchtime clubs to help with homework.

Pupils will be assessed at the admissions stage on their English Language or Portuguese Language depending on which section they are entering. If a pupil's test results are in the proficient range they do not require additional support. If a pupil's test results indicate the need for support, the pupils will then be given regular individual or small group lessons. Additional charges would be payable for these lessons and the offer of a place may be dependent on accepting these lessons and their cost. We carry out ongoing assessments throughout the year in order to continually meet the ever-changing needs of the pupils and the amount of extra lessons and/or support they require will be adjusted accordingly.

3.1 In-Class Support

EAL is not a subject, like history, maths or Spanish. EAL learners have a double job to do: learn English and learn through English at the same time. The following are realistic and feasible teaching and learning strategies our teachers are expected to use, with support from the EAL department, drawn from on-going differentiation in the classroom. They are primarily aimed at new arrivals – “new to English”. However, many of the strategies are recommended for more advanced EAL learners and can be used for the language development of all learners.

- Prepare visual support – visual timetables, multilingual instruction mats, “survival” fans (e.g. I need the toilet; I feel sick), word banks, writing frames (EAL Nexus has curriculum-related visual support; you can create visual word banks and frames using software such as Communicate in Print).
- Provide an EAL picture dictionary (such as Collins First English Words) and an age-appropriate bilingual dictionary (such as from Mantra Lingua).
- Sit the learner near you where they can see your face straight on.
- Use your own face, voice and body as a resource – gestures, mimes, exaggerated facial expressions.
- Speak clearly and slowly, avoiding idiomatic language.
- Sit the learner next to pupils who are supportive language role models.
- Give single-step instructions. Repeat same instructional phase.
- Point to what you are talking about (key word/picture).





- Target the learner daily for simple differentiated “Yes/No” questions.
- Allow the learner thinking time before answering questions.
- When going round class, have a mini whiteboard or notebook to hand for quick drawings, to create “choices” in order to prompt a response (liquid/solid?) or to reinforce key words.
- Plan for, teach and model vocabulary and language structures needed for the task/subject (see the teaching notes accompanying each teaching resource on the EAL Nexus website).
- Teach key words and phrases (see the EAL Nexus Great Ideas pages).
- Use Directed Activities Relating to Text (DARTs): sorting, matching, sequencing, labelling, gap fills, writing frames, substitution tables (see EAL Nexus Great Ideas pages).
- Communicate with home: keep parents informed of topics being covered in class (to research and discuss in their home language) and give parents useful websites, such as the BritishCouncil’s Learn English Kids or Learn English Teens, and BBC Bitesize KS1.
- Homework: regularly send home visual vocabulary flashcards starting with school and classroom language (available from the British Council’s Learn English Kids website). Pupils should practise these at school with an additional adult or language-model buddy.

4. RECORDING, MONITORING/REVIEWING, REPORTING

Alongside whole school systems, the progress of EAL pupils in acquiring competence in the English language is monitored. In addition, more advanced bilingual learners with a good working knowledge of English are monitored to ensure they are progressing at the same rate as other pupils in their class.

5. EVALUATION OF THE EAL POLICY

All sections of the EAL policy are regularly evaluated by the Academic Leadership Group and the Head of School and the Academic Leadership Group will update the policy.

