English as an Additional Language (EAL) Policy

Date Approved: September 2021
Last reviewed: July 2026

Author: SENDCo/Senior Teacher (Inclusion)
This policy is for Bury Grammar School

1. Definitions

In defining EAL we have adopted the following definition: ‘An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English’.

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

2. Aims

This policy aims to raise the awareness of the school’s obligations, to support the planning, teaching and assessment procedures for meeting the needs of EAL pupils and to raise these pupils’ achievement.

3. Objectives

- Ensure that staff are aware of the School’s EAL pupils.
- Assess the skills and needs of pupils with EAL.
- Equip teachers with the knowledge, skills and resources to enable them to support and monitor EAL pupils.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils’ progress, and adapt policies and procedures accordingly.
- Maximise opportunities to model the fluent use of English.
- Maintain the self-esteem and confidence of EAL pupils.

4. The BGS context

Information about the main language spoken at home is gathered when pupils join the school, through the registration procedure. This information is made available, through iSAMs, to all teaching staff each September, or mid-year as appropriate.

The Senior Division's Entrance Examination assesses English and Mathematics. Our entrance criteria mean that pupils are generally fluent in English and require no additional language education. The strategies below are intended to enable staff to meet the needs of pupils who may encounter some difficulty in accessing some of the language used on, e.g., worksheets, interactive whiteboard resources and vocabulary used by teaching staff.

Where concerns are raised that a pupil may have English as an additional language, but the enrolment form does not refer to this, parents will be contacted by a member of the Learning Support department.

The School takes no responsibility for the teaching of English as a Second Language (ESL) and any requirements needed in this area must be separately arranged and funded by parents/guardians.

5. Principles

- Details of EAL pupils should be collated by the Admissions department and disseminated to all teachers via the School's information management system (iSAMS). The process should be repeated for any mid-year admission students.
- EAL pupils are entitled to access the full curriculum of study at Bury Grammar School and their teachers have a responsibility for ensuring that the pupils understand fully all aspects of what they have been taught.
- When planning the curriculum, staff should take account of the linguistic, cultural and religious backgrounds of families.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit and regularly checked.
- It is the responsibility of all teachers to support literacy and language progress by instructive marking and explanation.
- As with all pupils, targets for EAL pupils should be appropriate, challenging and reviewed on a regular basis.
- Classrooms should be socially and intellectually inclusive, valuing different cultural differences and fostering a range of individual identities.
- A clear distinction should be made between EAL and Special Educational Needs and Disabilities (SEND).
- Any concerns of underachievement should be reported via the School's usual intervention system.

6. Strategies for teaching and learning

- Classroom activities should have clear learning objectives and use appropriate materials and support to enable EAL pupils to participate fully in lessons.
- Key language features of each curriculum area, e.g., key vocabulary and use of terminology, should be identified and explained.
- Use should be made of collaborative activities that involve purposeful talk and encourage and support active participation.
- EAL pupils should have access to peer models of spoken and written language.

Where necessary:

- Enhanced opportunities should be provided for speaking and listening and use made of drama techniques and role-play. Additional verbal support should be provided, e.g., repetition, modelling and peer support.
- Scaffolding should be provided for language and learning, e.g., writing frames.
- Encouragement should be given to the parents/guardians to participate in the EAL pupils' learning.

EAL Policy Issues and Updates

Date	Policy version	Summary of key change(s)
09.2023	1	N/a
09.2024	2	N/A
09.2025	3	SENDCo replaced SENCo or Head of Learning Support
07.2026	4	Method of dissemination of information to all staff changed