

English as an Additional Language (EAL) Policy

1. Policy Statement

The Write Time School is committed to providing an inclusive, high-quality education for all learners, including those who use English as an Additional Language (EAL). We recognise that multilingualism is an asset, and we actively promote a school culture where linguistic diversity is valued and supported. This policy outlines how the school identifies, assesses, supports and monitors EAL learners to ensure full access to the curriculum and equitable outcomes.

2. Legislative and Statutory Framework

This policy is informed by:

- Equality Act 2010 – statutory duty to promote equality of opportunity for pupils regardless of race, religion or belief.
- DfE National Curriculum Guidance – teachers must take account of the needs of students whose first language is not English and plan opportunities to develop English proficiency while ensuring access to all subjects.
- SEND Code of Practice (0–25) – recognising that EAL is not a special educational need, but that SEND may co-exist and require integrated provision.
- Keeping Children Safe in Education (KCSIE) 2026 – ensuring safeguarding information is accessible to all learners, including those with limited English.

3. School Context: The Write Time School

The Write Time School is a specialist setting in Croydon, a diverse London Borough, supporting pupils with Special Educational Needs and complex barriers to learning. Many pupils may arrive mid-year, have disrupted educational histories, or come from multilingual households. Our approach ensures:

- EAL learners are not placed in lower-ability groups solely due to language proficiency, in line with evidence that cognitive grouping supports achievement.
- Staff understand the intersection between EAL and SEND, recognising that language acquisition needs must not mask or delay identification of additional needs.

4. Definitions

A pupil is identified as EAL if they have been exposed to a language other than English during early childhood and continue to be exposed to that language at home or in the community.

EAL is not:

- A learning difficulty
- A SEND category
- A barrier to accessing a broad and balanced curriculum

5. Aims

The Write Time School aims to:

- Ensure EAL pupils access the full curriculum and achieve their potential.
- Promote a multilingual, inclusive culture where home languages are valued.
- Provide targeted language development that supports academic progress.
- Ensure staff have the knowledge and skills to meet EAL needs effectively.
- Use evidence-informed practice to support language acquisition and inclusion.

6. Identification and Assessment

On admission, the school:

- Gathers information on home languages, prior schooling, literacy levels and SEND indicators.
- Assesses English proficiency through induction assessment and on-going teacher evaluation
- Identifies whether any learning needs may be masked by limited English proficiency, in line with integrated EAL/SEND guidance.

Assessment considers:

- Age and stage of development
- Length of time in the UK education system
- Previous educational experience
- Cognitive ability and SEND needs
- Proficiency in other languages

7. Provision and Support

Whole-School Approach

The Write Time School adopts a whole-school, approach to EAL provision, which aims to ensure consistency and flexibility for individual learners. This is reflected in individual planning and in classroom practice where teachers and LDTs will:

- Plan explicit opportunities for language development across subjects.
- Identify language outcomes in medium-term planning .
- Use scaffolding, modelling, visual supports and structured talk.
- Provide access to appropriate bilingual or translated resources where needed.
- Avoid conflating language proficiency with ability.

Use of Home Languages

In line with research demonstrating the benefits of multilingualism, pupils are encouraged to use home languages to support learning and identity development where possible.

Targeted Support

Where appropriate, pupils may receive:

- Small-group or 1:1 language support
- Vocabulary and literacy interventions
- Support from bilingual staff or external specialists
- Adjusted assessments to ensure fair access

8. EAL and SEND

The school recognises that:

- EAL is not a SEND category.
- SEND may co-exist and must be identified accurately.
- Language barriers may make SEND identification more complex, requiring careful assessment and collaboration with families. Provision is coordinated by the Headteacher/ SENDCo.

9. Safeguarding and Communication

The Write Time School ensures that, where requested:

- Safeguarding information is accessible to EAL learners.
- Interpreters or translated materials are used when needed.
- Families are supported to understand school expectations, behaviour systems, and safeguarding processes.

10. Monitoring and Evaluation

The school monitors:

- English proficiency progress
- Academic achievement across subjects
- Attendance, engagement and wellbeing
- Effectiveness of interventions
- Staff training needs

Data is reviewed termly by the Headteacher/SENDCo, and Senior Leadership Team.

11. Roles and Responsibilities

- Headteacher/SENDCo: Ensures statutory compliance and whole-school implementation and coordinates integrated EAL/SEND support.
- Teachers: Deliver inclusive, language-rich teaching.
- ODTs – supporting communication with families and pupil wellbeing.

12. Review Cycle

This policy will be reviewed annually or sooner if statutory guidance changes.