Title	**English as an Additional Language (EAL) Policy**
Year	2025/2026
Staff Link	SENCo
Governor Link	Chair of Governors
Date approved by Full Governing Body	June 2025
Review Date	June 2026

1 Aims

1.1 All academies within the Trust share common values and an ethos which promotes the highest aspirations and ambitions for all. Wootton Park School is committed to delivering outstanding provision for the teaching of learners whose first or home language is not English, and those who are in the process of learning to use English as an additional language (EAL).

1.2 The School celebrates diversity and is committed to raising the attainment of all EAL learners, irrespective of their ability or background.

1.3 The School will identify individual and group needs, recognise the skills of each individual and ensure equality of access to the curriculum and extra-curricular opportunities.

1.4 Wootton Park School shall ensure that:

- the EAL needs of learners will be identified and addressed, and learners will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents/carers and appropriate external agencies to support learners with EAL needs and will use its best endeavours to ensure that appropriate provision is secured for any learner with EAL needs in order to achieve agreed outcomes;
- The SENCo will maintain and regularly review the EAL record and co-ordinate appropriate support for individuals as necessary. However, it will be the responsibility of all staff to support individual learners, to implement strategies suggested by the SENCo and generally be responsible for ensuring that learners with EAL receive provision appropriate to their needs and agreed outcomes; and
- learners with EAL engage in the activities of the school alongside learners who do not have EAL

2 Definitions

2.1 A learner of English as an additional language (**EAL**) is a learner whose first language is other than English.

2.2 First language refers to the language to which the child was initially exposed during early development and continues to use this language in the home and community.

3 Roles & Responsibilities

3.1 The education and support of learners with EAL is everyone's responsibility.

3.2 The implementation of this policy will be monitored by the Trust and governors of Wootton Park School and remain under constant review by the Head of School/Executive Headteacher and SENCo

3.3 The Head of School/Executive Headteacher will work with the SENCo to develop the EAL policy and provision within the school. The Head of School/Executive Headteacher has overall responsibility for the provision and progress of learners with EAL.

3.4 Wootton Park School will work in partnership with learners, teachers, parents/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.5 The School ensures that all learners follow the mainstream curriculum as appropriate to their phase and establishes provision in line with learner needs.

3.6 Parents/carers of EAL learners will be able to discuss the needs of their child with their child's tutor, the Head of Year or the SENCo.

3.7 The SENCo will co-ordinate Wootton Park School's approach to EAL provision.

- All additional intervention is allocated according to the needs of each individual
- If a learner is to have any additional support in school, parents/carers will be informed
- Where appropriate and possible, EAL learners will be encouraged to complete an examination in their home language (e.g. GCSE Polish), in addition to the curriculum offered to all learners

3.8 Class teachers are responsible for the progress and development of every learner in their class and will work with the SENCo to ensure appropriate support for learners with EAL.

- Learners with EAL are taught in mainstream classes alongside their peers and are placed in teaching groups appropriate to their ability
- Teaching staff will differentiate lessons as appropriate and necessary to meet the needs of learners with EAL, including providing additional challenge where required
- Teaching staff will consider the language demands of each new curriculum topic and provide appropriate stimuli, visual support and contextual clues to assist in the understanding of new and key subject specific terminology
- Teaching staff will provide regular opportunities for learners to develop listening, speaking, reading and writing skills, using alternative methods of recording where appropriate

3.9 Teaching staff will monitor the progress of learners with EAL and share any concerns with Curriculum Leaders/Head of Year/SENCo as appropriate

3.10 The School will enable staff to undertake appropriate professional development to meet the needs of learners with EAL.

4 Identification & Assessment of learners with EAL

4.1 The admission of learners with EAL to Wootton Park School follows the standard admission process

4.2 Information about learners with English as an additional language will usually be shared by parents/carers or settings prior to learners' entry to the School, including details of country of birth, first language, any other languages spoken and educational background.

4.3 This information is collated from the registration documents and transfer of school files from the previous school or early years setting and during transition meetings which are held with families and all the feeder schools or early years settings, in the summer term, before learners start at the school.

4.4 On entry to Wootton Park School, learners are assessed within their phase and the data from these tests is then analysed by the SENCo and curriculum or phase leads to identify any potential areas of need.

4.5 The assessments taken by learners upon entry include BASE, PIRA and PUMA in the primary phase, and LUCID tests for literacy in the secondary phase.

4.6 Ongoing identification is also completed as data is collected and analysed in all subject areas by curriculum or phase leads. If a learner has not made expected progress then appropriate interventions

may be put in place. If a member of staff identifies a learner whose EAL needs are not met by the normal differentiated programme of study, then the class teacher will work with the learner setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCo will be informed.

4.7 At this point further information will be gathered. The class teacher will inform the parents/carers about the issue and there will be consultation and discussion around the proposed additional support for the learner. Parents/carers, and the learner where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the learner.

4.8 In cases where internal support is not effective in supporting the learner, a referral to the Educational Psychologist or other relevant specialist may be completed with the parent/carers' permission and information and strategies for support shared with all staff.

4.9 If there are no concerns regarding the learner's academic progress then the School will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.

5 Reviewing

5.1 All learners regardless of needs are set curriculum targets. Data collated during the School's reporting process is analysed and strategies are put in place to support those that are not achieving as expected.

5.2 All EAL interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using Learner Progress and Reflection Records and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCo may refer to a specialist service such as an Educational Psychologist.

5.3 If, as a result of appropriate progress, a learner no longer requires an intervention programme, the learner will continue to be monitored through the School's structured reporting programme by the curriculum or phase leads.

6 Policy Links

This policy should be read in conjunction with:

- SEND Information Report
- Special Educational Need and Disabilities Policy
- Equality Policy & Objectives
- Accessibility Plan

This policy will be reviewed on or before June 2026