

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Responsible for Policy	
Author	SENCO
Approval	Education Committee
Review Dates	
Policy Date	Spring Term 2026
Next Review Date	Spring Term 2029
This policy applies to Hazelwood School and Hazelwood School Nursery (including EYFS)	

### 1. Introduction and Policy Statement

This policy outlines Hazelwood's approach to identifying and meeting the needs of pupils with English as an Additional Language (EAL). We value the cultural and linguistic diversity of our community and recognise bilingualism as an asset that enriches school life.

The School is committed to ensuring that all EAL pupils have full access to the curriculum, are integrated successfully with their peers, and are supported to achieve their academic and personal potential. We believe that EAL pupils make the best progress within an inclusive and supportive environment and that strong partnerships between school, parents and, where appropriate, external agencies are essential to securing positive outcomes.

This approach reflects Hazelwood School's people-centred ethos and commitment to nurturing the whole child, ensuring that every pupil feels valued, supported and able to thrive academically, socially and emotionally.

EAL pupils are not regarded as having a learning difficulty solely because they are learning English. With high expectations, appropriate provision and effective teaching, EAL pupils can thrive academically and socially.

### 2. Definition of EAL

A pupil is identified as having English as an Additional Language if English is not their first language or if another language is spoken at home. This includes pupils who have newly arrived from abroad, pupils who were born abroad or in the UK into families where English is not the main home language, and pupils who may be refugees or asylum seekers.

EAL learners may be at different stages of English language acquisition, ranging from New to English to Fluent.

### 3. Roles and Responsibilities

Overall responsibility for EAL provision lies with the Senior Leadership Team, who ensure that this policy is implemented effectively, adequately resourced and regularly reviewed. The SENCo leads on the identification, assessment and monitoring of EAL pupils, maintains records, supports staff with advice and training, and liaises with parents and external agencies where appropriate.

Class teachers are responsible for planning and delivering inclusive lessons that enable EAL pupils to access the curriculum and make progress, while teaching assistants support learning through targeted in-class or small-group intervention under the direction of the teacher. Senior

leaders and governors receive regular updates on EAL provision through monitoring, pupil progress discussions and review of assessment information. This enables leaders to evaluate the impact of provision over time and ensure that EAL pupils are making secure progress academically and socially.

#### **4. Identification and Assessment**

Information about a pupil's language background is gathered at the point of admission through discussions with parents and previous schools. On entry, pupils may complete a baseline EAL assessment to establish their level of proficiency in speaking, listening, reading and writing.

Ongoing assessment is carried out termly using teacher assessment, observation and recognised frameworks such as the Bell Foundation proficiency scales. Pupils are categorised using national EAL proficiency codes from A (New to English) to E (Fluent). Digital assessment tools, such as Speech and Language Link, may be used to monitor language development, identify next steps and inform provision.

Where progress remains limited despite targeted support, further assessment may be considered in consultation with parents and, where appropriate, external specialists.

#### **5. Teaching, Learning and Provision**

EAL pupils have equal access to the full curriculum and are primarily supported through high-quality inclusive classroom teaching. Lessons are carefully planned to include clear learning objectives, modelling, visual support and structured opportunities for talk. Key vocabulary is pre-taught where appropriate, tasks are scaffolded, and pupils are encouraged to rehearse language orally before writing. Home languages are valued and may be used to support understanding and conceptual development.

Targeted support, including small-group or individual intervention, may be provided where necessary, particularly for pupils who are new to English. New arrivals may receive induction support focusing on key vocabulary and routines.

#### **6. Early Years Foundation Stage (EYFS)**

In the Early Years, EAL provision focuses on creating a language-rich environment with daily opportunities for speaking and listening. Visual timetables, labelled resources and practical activities are used to support understanding. Daily phonics and early reading and writing sessions are adapted to meet the needs of EAL learners, and digital tools may be used to strengthen links between home and school learning.

#### **7. Inclusion, Wellbeing and Equal Opportunities**

EAL pupils are encouraged to participate fully in all aspects of school life, including extracurricular activities and educational visits. The school promotes respect for different languages and cultures and ensures that EAL provision is embedded within wider inclusion, safeguarding and equality policies.

All pupils, regardless of language background, gender or ability, have the right to access the curriculum and to be supported to succeed. This policy is implemented in line with the Equality Act 2010, ensuring that no pupil is disadvantaged based on language, race or ethnicity. Pupil voice is gathered through age-appropriate conversations, informal check-ins and classroom dialogue, ensuring that EAL pupils are supported to express their views about their learning and wellbeing.

#### **8. Partnership with Parents and the Community**

The School works closely with parents and carers, recognising their vital role in supporting language development. Families receive welcome information, with translated materials provided where possible, and interpreters may be used for key meetings. Parents are encouraged to continue developing their child's home language alongside English. Cultural diversity is celebrated through the curriculum and wider school community events.

## **9. Monitoring and Review**

The progress of EAL pupils is monitored termly by class teachers and the SENCo using a combination of teacher assessment, observational evidence and digital platform data.

Progress for EAL pupils is reviewed alongside whole-school academic and pastoral data to ensure parity of outcomes and timely identification of any emerging concerns.

Monitoring focuses not only on attainment but also on pupils' confidence, engagement, access to learning and sense of belonging, with particular attention paid to pupils who may be quieter, newly arrived or less confident in expressing themselves in English.

Provision is reviewed and adapted as needed to ensure continued progress.

This policy will be reviewed every three years by the Senior Management Team and ratified by the Education Committee, or earlier if required.