



English as an Additional Language (EAL) Policy

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An academy within:



“Learning together, to be the best we can be”



1. Introduction

- 1.1. At Bader Academy, we recognise that language and literacy are central to learning and communication. We value the cultural, linguistic and educational experiences that pupils whose first language is not English bring to our school community.
- 1.2. We are committed to creating a welcoming, inclusive environment in which every pupil can thrive. We aim to identify and support the individual needs of pupils with English as an Additional Language (EAL) so that all learners can achieve their full academic, social and personal potential.

2. Aims and objectives

- 2.1. The purpose of this policy is to outline the school's approach to meeting the needs of pupils whose first language is not English and to ensure these pupils have full access to learning and school life.
- 2.2. Our objectives are to:
 - 2.2.1. Enable EAL pupils to use English confidently and competently in all areas of school life.
 - 2.2.2. Ensure that EAL pupils have equitable access to the full curriculum.
 - 2.2.3. Support pupils in developing their academic, social and emotional wellbeing.
 - 2.2.4. Celebrate linguistic and cultural diversity as a strength within our school community.

3. Defining EAL-

- 3.1. A pupil is identified as having English as an Additional Language (EAL) if their first language is one other than English. This includes pupils who are bilingual or multilingual and may be fluent in English as well as their first language, as well as those at earlier stages of English language acquisition.

4. Roles and responsibilities

- 4.1. The overall responsibility for EAL provision lies with Simon Fisher supported by class teachers, teaching assistants and specialist staff.
- 4.2. They will:



- 4.2.1. Coordinate the assessment and support of EAL pupils.
 - 4.2.2. Advise and support staff in planning appropriate strategies.
 - 4.2.3. Facilitate professional development related to EAL.
 - 4.2.4. Maintain communication with parents, carers, and external partners.
- 4.3. All staff are responsible for promoting language development and ensuring that EAL pupils are fully included in learning and social activities.

5. Admission and assessment

- 5.1. All newly admitted pupils will be assessed to determine their level of English language proficiency and to gather information about prior education and language background.
- 5.2. Assessment will be ongoing and used to:
- 5.2.1. Identify strengths and weaknesses in language and learning, recognising that pupils with EAL 'may have a wide variety of needs' and may have strengths and weaknesses in different skills.
 - 5.2.2. Inform planning and target setting.
 - 5.2.3. Ensure progress is monitored and support adjusted accordingly.
- 5.3. At admission, school will meet with parents/carers (with interpreter if necessary) to understand the pupil's starting point, educational background, and any other relevant factors (such as prior schooling, language(s) spoken at home).
- 5.4. This information supports decisions about differentiated support and planning.

6. Teaching and learning

- 6.1. All teachers are teachers of EAL pupils and share responsibility for their progress. Teaching will reflect high expectations and inclusive practice.
- 6.2. Teachers will:
- 6.2.1. Set high expectations for all pupils.
 - 6.2.2. Model accurate and clear spoken and written English.



- 6.2.3. Use visual, practical and interactive approaches to support understanding (for example: images, diagrams, gestures).
- 6.2.4. Use strategies such as simplified, scaffolded language and structured collaborative learning to support EAL pupils.
- 6.2.5. Encourage pupils to draw on their first language and cultural knowledge to aid learning.
- 6.2.6. Plan for progression in English language competence alongside subject learning.

7. Curriculum access

- 7.1. EAL pupils will have full access to the curriculum. Lessons will be appropriately adapted to ensure all pupils can engage, participate, and achieve.
- 7.2. Support strategies may include:
 - 7.2.1. Pre-teaching of key vocabulary and concepts to reduce cognitive load.
 - 7.2.2. Use of visual prompts, dual language glossaries, and accessible resources.
 - 7.2.3. Structured group work and peer support, including pairing pupils for collaborative tasks.
 - 7.2.4. Displaying language support materials in the classroom (such as word-banks, glossaries, bilingual prompts) to aid retention and independence.
 - 7.2.5. Teachers reviewing pace and language complexity, ensuring instructions are clear and checking for understanding regularly.
 - 7.2.6. Adapted tasks and scaffolded support so EAL pupils can engage meaningfully with age-appropriate curriculum content.

8. Monitoring and tracking

- 8.1. The progress of EAL pupils will be regularly reviewed through teacher assessment, tracking systems, and pupil progress meetings:
 - 8.1.1. Teachers will monitor attainment and progress in both language development and curriculum access.
 - 8.1.2. Interventions will be reviewed to ensure they are effective and responsive to individual needs.
 - 8.1.3. Simon Fisher will coordinate regular review of provision and feed into whole-school monitoring processes.



9. Partnership with parents and carers

- 9.1. Partnership with parents and carers plays a vital role in supporting pupil achievement. The school will:
- 9.1.1. Provide a welcoming environment for families of EAL pupils.
 - 9.1.2. Offer communication in accessible formats and languages wherever possible.
 - 9.1.3. Encourage active parental involvement in school life and their child's learning.
 - 9.1.4. Explore and value the home language as an asset in pupils' learning and identity.
 - 9.1.5. Maintain regular, meaningful communication with parents/carers about their child's progress and the support in place.

10. Special educational needs (SEND)

- 10.1. A pupil will not be considered to have a learning difficulty solely because their home language differs from the language of instruction.
- 10.2. Where additional learning needs are identified, the school will ensure that appropriate support is provided in consultation with the SENCo/SEND lead and relevant professionals.

11. Inclusion and equality

- 11.1. The school values linguistic and cultural diversity as a source of enrichment. We are committed to promoting equality of opportunity, challenging discrimination and fostering respect and understanding.
- 11.2. We will ensure that:
- 11.2.1. Teaching materials and displays reflect cultural diversity and multilingualism.
 - 11.2.2. Pupils' languages and identities are acknowledged and celebrated.
 - 11.2.3. Opportunities are provided for pupils to share their heritage, language and experiences with the school community.

12. Training and development



12.1. The school will provide staff with ongoing professional development to enhance understanding of EAL pedagogy and effective classroom strategies.

12.2. Training will include:

- 12.2.1. Awareness of the range of EAL needs and stages of English language acquisition.
- 12.2.2. Practical strategies for scaffolding, adaptation, peer support and use of home language.
- 12.2.3. Monitoring and adapting classroom practice to ensure full access for EAL pupils.
- 12.2.4. Review of school environment and teaching resources to optimise inclusion of EAL learners.



Appendix A: Examples of Good Practice for Supporting Pupils with EAL

- Create a welcoming classroom environment that celebrates linguistic and cultural diversity.
- Use visuals, gestures and real objects to support understanding of new concepts.
- Pre-teach key vocabulary and concepts and provide concise glossaries or word-banks.
- Use clear language, scaffolding, structured group work and collaborative learning opportunities.
- Display bilingual or multilingual support materials and encourage pupils to use their first language alongside English.
- Offer regular opportunities for speaking and listening in meaningful, purposeful contexts.
- Provide differentiated tasks and scaffolded materials so that EAL pupils can engage with age-appropriate content.
- Check instructions for clarity, pause for understanding, and allow processing time.
- Use peer support, buddy systems or cooperative groupings where pupils with stronger language proficiency support others.
- Engage parents/carers, value their home language and culture, and maintain regular, accessible communication.
- Monitor progress in both language acquisition and curriculum achievement, adapting support where necessary.