



Al-Burhan Grammar School

*Dedicated to learning as the
foundation of life*

English as an Additional Language (EAL) policy

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1. Introduction

1.1 Aims

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum
- Ensure that EAL pupils are fully included into the life and work of Greenbank
- Ensure that pupils whose first language is not English reach their full potential

1.2 Definition

A pupil's first language is not English when the pupil:

- Has been exposed to a language other than English during early development, and
- Continues to be exposed to this language in the home or in the community

1.3 Links with other policies

This policy links to and must be read in conjunction with the following policies:

- Vision and ethos policy
- SEND policy
- Accessibility plan
- Teaching and learning policy
- Behaviour & tarbiyyah policy
- Anti-bullying policy

1.4 Monitoring and evaluation

Implementation of this policy will be reviewed by the Pastoral, Behaviour & Inclusion Lead in conjunction with the Headteacher.

The policy will be reviewed every 3 years.



2. Students with English as an Additional Language (EAL)

2.1 Recognising pupils with EAL

- Pupils may still have EAL, even when they appear to speak English fluently.
- The term EAL should not be used to refer only to those who need support with learning English.
- Even pupils who seem to be fluent in English may need additional support in other areas, such as reading and writing.

Understanding home language use

There is no strict distinction between a 'first' and 'home' language but distinguishing between the two is helpful for identifying to what extent pupils have EAL and how much support they need, if any.

The home language usually refers to the language(s) regularly spoken in the pupil's home. A pupil may have more than 1 home language (speaking different languages to different family members) and the home language may also change over time. This is why the language background on the student information forms are more detailed than would be expected, to create a full picture of the pupil's language skills.

2.2 Recording guidance

On the school census

The census requires us to record the language spoken by each pupil, as stated by the parent or guardian, or the child. The DfE has a list of language codes which are used for this purpose.

The school may use codes ENB (not known but believed to be English) and OTB (not known but believed to be other than English) where all of the following apply:

- The pupil's first language is not known with absolute certainty
- Parents have not responded to enquiries
- We are able to judge whether the pupil's language is English or not, with a high degree of confidence

Where the parent, guardian or pupil has declined to provide a first language, we would use the code REF (refused).

Internally

To better reflect a pupil's abilities and identify any learning needs, the following will be recorded:

- Having EAL
- To what extent they have EAL
 - What was their first language in childhood
 - What home languages do they speak and with whom
 - Have they completed all their education to date in the UK? Have there been any gaps or interruptions in their education?
 - If they have spent some time being educated abroad, what language was that education delivered in?

2.3 Identify needs of pupils with EAL (if any)

1. Have an initial meeting with the parents or carers to find out/understand:
 - a. The pupil's starting point and context, and to get to know them as an individual
 - b. Their personality e.g. normally shy or outspoken



- c. Proficiency in their native language, and whether they have any issues with articulation or fluency
 - d. Educational background, including whether they have attended school before and whether they may have an existing special educational need or disability (SEND)
 - e. Experience of language at home, including how proficient the pupil's parents are in English
2. Carry out a formal assessment
 - a. Complete a language assessment after pupils have had time to settle in e.g. around 2 weeks, using the Bell Foundation's assessment framework: <https://www.bell-foundation.org.uk/resources/eal-assessment-framework/>
 3. Make an action plan and set targets
 - a. If a pupil with EAL has been identified as requiring support, this will be communicated to all staff, as well as what level of support is required.

2.4 Support pupils with EAL

The school environment

Changes which may be made to the school environment could include:

- Picture symbols next to important signs.
- Visual timetables of daily routines
- Staff to know the correct pronunciation of names – may need to write names phonetically.
- Not seating all pupils with EAL together

Accessing the curriculum

- Class teachers should make sure they're maintaining a high level of cognitive challenge for pupils with EAL, while allowing them to access the same content as the rest of the class.
- They could allow pupils to express their learning in a different way for example, using:
 - Visual cues
 - Gap-fill exercises or sentence frames
 - Word cards
 - Small group activities, for peer support
 - A bilingual dictionary
- Targeted interventions, for example:
 - A small group session to introduce vocabulary needed for the main lesson.

Social integration

- Pupils will be assigned a buddy from their class.
- The buddy will be prepared for their role, including what their responsibilities will be and the importance of being welcoming and inclusive, for example, inviting pupils to join them in the playground, at lunch and in activities

3. Parents and carers with EAL

We will use the following methods to support parents/carers with EAL:

- Communicate regularly via the newsletters.
- Use translation tools should they require it.
- Let them know if we have members of staff who speak the same language to contact them if they have any questions.