



English as an Additional Language Policy	
<i>Responsible Board/Committee</i>	Education Committee
<i>Policy Type</i>	School
<i>Policy Owner</i>	School
<i>Statutory</i>	No
<i>Publish Online</i>	No
<i>Last Review Date</i>	August 2026
<i>Review Cycle</i>	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
<i>Next Review Date</i>	August 2027
<i>Version</i>	2.0
<i>School</i>	KE Independent Schools
<i>School Policy Owner</i>	Kate Wright
<i>LGB Approval Date</i>	

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

1 INTRODUCTION

1.1 The term English as an Additional Language (**EAL**) is used when referring to pupils whose first language is not English.

1.2 A pupil will not be regarded as having a learning difficulty solely because the *language or medium of communication of the home is different from the language in which he or she is or will be taught*. (section 312(1), (2) and (3) Education Act 1996). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the schools' academic criteria.

1.3 This policy sets out the Schools' aims, objectives and strategies with regard to the needs and skills of pupils with EAL and to ensure that pupils with EAL are given equal opportunities to fulfil their academic and personal potential as outlined in each individual school's Equal Opportunities Policy.

2 AIMS AND OBJECTIVES

2.1 To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to each school.

2.2 To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum in order to be able to fulfil their academic potential.

2.3 To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.

2.4 To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.

2.5 To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

3 STRATEGIES

3.1 Where the School considers that a pupil with EAL requires additional support, the School will assess this and make provision in consultation with the parents as appropriate. The School will monitor progress carefully

3.2 The School will ensure that:

- All relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching and assessing EAL pupils is available to staff if necessary.
- Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-bullying Policy.

3.3 All teaching staff can assist by:

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- Being knowledgeable about pupils' abilities and needs in English and other subjects.
 - Ensuring that the pupil's name is pronounced correctly and that he is included as much as possible.
 - Using this knowledge effectively in curriculum planning, classroom teaching and grouping.

3.4 Any concerns about the wellbeing of a pupil with EAL should be referred to the pupil's form tutor

3.5 If the School has reason to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the Special Educational Needs Policy.