



Coworth Flexlands EAL Policy

(English as an Additional Language Policy)

United Learning and the United Church Schools' Trust

Coworth Flexlands School is part of United Learning and the United Church Schools' Trust. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its Framework for Excellence, which can be found at: www.unitedlearning.org.uk

1. Policy Introduction

The Coworth Flexlands School EAL Policy and Provision is designed to meet the overall School aim of bringing out the best in everyone: to Inspire Minds and Nurture Spirit.

Coworth Flexlands School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The EAL provision also enables pupils to acquire and develop the 4 core English skills of reading, writing, listening and speaking.

Our specific aims in including EAL learners are:

- Providing a broad, balanced, challenging and enriching educational experience for all learners.
- Ensuring relationships are based on mutual respect.
- Encouraging hard work and commitment.
- Offering a wide range of co-curricular activities and enrichment programmes.
- Working in partnership with parents; encouraging them to be actively involved in their child's education.
- Preparing pupils for their subsequent education and their future lives.

This Policy applies to all members of our School community, including those in our EYFS setting.

The School is fully committed to ensuring that the application of this Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Coworth Flexlands School seeks to implement this Policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information Policy, this document is available to all interested parties on request from the School Office.

This policy reflects the DfE National Curriculum in England Framework (2014 update), which requires teachers to consider the needs of pupils for whom English is an additional language when monitoring progress and planning teaching (Sections 4.5–4.6).

This policy complies with the Independent School Standards (ISSR), including requirements relating to curriculum access, teaching quality, and ensuring that pupils with EAL can make progress.

This policy is informed by the SEND Code of Practice (0–25), which distinguishes EAL from Special Educational Needs and ensures appropriate identification and support

For EYFS, this policy aligns with the EYFS Statutory Framework in supporting multilingualism and valuing home languages.

2. Context

Our EAL learners generally come from a large range of ethnic groups and from a range of backgrounds. Some of our EAL learners arrive in School having had little or no exposure to English culture. In terms of language levels there are very few who arrive as complete beginners. Most are at least elementary level. Pupils' language levels are assessed before they arrive. The majority arrive in our School with some prior experience of school and with literacy skills in their home language.

The school seeks to ascertain the English proficiency level as soon as practicable to effectively support their access to learning and education. Coworth Flexlands uses the DFE categories of English proficiency as found [here](#).

English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum. N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency

Aims - School

- To be proactive in removing barriers that stand in the way of our EAL learners' learning and success

- To meet our responsibilities to our EAL learners by ensuring their equal access to an academic curriculum and the achievement of their education potential
- To provide our EAL learners with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate in the life of the whole school

Objectives –School

- To ensure that all our EAL learners participate in the life of the school, and gain access to appropriately planned and prepared mainstream lessons
- To seek, and make use of, appropriate advice, guidance, support and training
- To access and monitor progress of our EAL learners' acquisition of English; of their general achievement.
- To work in partnership with parents to reassure them that maintaining and developing their home language will benefit their children and support their developing skills in English.
- To harness digital tools and accessibility features to use technology to overcome barriers effectively.

Objectives – Learners

- To give EAL learners the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts
- To give EAL learners the knowledge and skills to use English to understand and produce written texts
- To give EAL learners the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly, including using resources in their first language when appropriate
- To provide EAL learners with the appropriate academic language to access the curriculum
- To provide EAL Learners opportunities to develop and use their own language in play and learning

3. Principles

The school celebrates diversity and takes pride in welcoming pupils from a range of backgrounds.

Key principles for language acquisition:

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension

- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored

Our underlying principles are:

- Our EAL learners are entitled to opportunities for educational success that are equal to those of our English-speaking learners
- EAL learners are not a homogenous group; their needs vary according to a range of factors. We aim to provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles. Well-planned, mainstream lessons in appropriately organised mainstream classrooms alongside specially tailored EAL lessons provide the best environment for acquisition of English by EAL learners
- All teachers are advised and supported to structure lessons appropriately and to use language in ways that reinforce and stimulate development in English, to meet the specific needs of pupils learning EAL. This applies to all staff involved in teaching, instruction or providing support for learning
- The multilingualism of our EAL learners enriches our school and our community
- To become fully competent in the use of curriculum/academic English is a long process; learners require long-term support
- Having a home language other than English is not a "learning difficulty". EAL learners are not placed on the Learning Enrichment register or taught in the lower ability classes, unless they have special educational needs

4. Access to the Curriculum

EAL learners should:

- Have access to the whole curriculum, whilst ensuring their timetable is sculpted to support their EAL needs
- Be taught with their peers whilst ensuring they are placed in a year group that best suits their needs
- Be placed in groups with fluent English speakers who will provide them with good language models
- Be placed with their intellectual/academic equals
- Not be automatically placed with SEN learners
- Be provided with EAL lessons to support their language development depending on their individual needs
- Be provided with opportunities to develop and use their home language in play and learning if required

We will:

- Plan for and provide appropriate stimuli for language development

- Encourage EAL learners to use English by generating opportunities for active participation in lessons
- Consider our own language use and provide suitable contextual clues for EAL learners.
- Be aware that our school culture and environment (eg teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL learners are familiar with.
- Demonstrate an awareness that an EAL learner's social language may be much more advanced than their academic language
- Teach topic/subject- relevant vocabulary where appropriate and provide curriculum -related opportunities to develop listening, speaking, reading and writing skills
- Provide articulate role models for social interaction in learning activities.
- When necessary provide spoken and written, curriculum-specific, language models for EAL learners e.g. writing frames and model answers
- Provide key vocabulary for EAL learners in lessons
- Encourage the use of dictionaries to support learning
- Provide a secure, but intellectually challenging, learning environment
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness etc) genre features and characteristics (narrative, reports etc)
- Promote language and study skills and attitudes that enable EAL learners to become independent learners
- Provide opportunities for pupils to develop and use their home language in play and learning.
- EYFS practitioners will model accurate English and support children as they settle, recognising the possibility of a silent period for new learners.

Document Log

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