



English as an Additional Language (EAL) Policy

REVIEW DATE:

SUMMER 2026

NEXT REVIEW DATE:

SUMMER 2028

1. Policy Purpose and Rationale

Brighton Hill Community School is committed to ensuring that pupils who use English as an Additional Language (EAL) are supported to access an ambitious curriculum, make strong progress from their starting points and achieve outcomes that reflect their potential.

We recognise linguistic diversity and bilingualism as strengths. Pupils who use EAL bring valuable cultural, linguistic and lived experiences which enrich the school community, and we are committed to ensuring that they feel safe, welcomed and valued. This includes acknowledging and celebrating pupils' home languages and cultural backgrounds.

This policy outlines the school's whole-school and classroom-level approaches to meeting the needs of EAL pupils within a framework of inclusion, high expectations and consistent practice. It supports effective planning, teaching, assessment and the use of appropriate resources to maximise attainment and progress.

Brighton Hill Community School is dedicated to providing appropriate teaching and targeted support for pupils who use EAL, including those at risk of underachievement. By identifying individual needs and building on pupils' existing skills and experiences, we ensure equal access to the curriculum and enable all EAL pupils to thrive academically and personally.

2. Legislative and Statutory Context

This policy is informed by and should be read in conjunction with the following statutory and non-statutory guidance:

- **Equality Act 2010 and the Public Sector Equality Duty (PSED).** The school has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.
- **The National Curriculum inclusion statement.** Teachers must set suitable learning challenges, respond to pupils' diverse needs and overcome potential barriers to learning. This applies to all pupils with EAL across all subjects.
- **Keeping Children Safe in Education.** Staff should be aware that pupils who speak English as an additional language may face particular safeguarding vulnerabilities, including those who are new to the UK, refugees, asylum seekers, victims of trafficking, or those who have experienced trauma. Language barriers may affect a pupil's ability to disclose concerns. This policy should be read alongside the school's Safeguarding and Child Protection Policy.
- **DfE EAL Proficiency Codes (A–E).** Schools are required to record and submit EAL proficiency data via the School Census using the DfE's five-point scale: A (New to English), B (Early Acquisition), C (Developing Competence), D (Competent) and E (Fluent). This data informs national monitoring and school-level accountability.

3. Definition of EAL

A pupil is identified as having English as an Additional Language (EAL) if they are exposed to a language at home that is known or believed to be other than English. This identification does not indicate level of fluency and does not imply a learning difficulty.

Pupils who use EAL may:

- Be new to the UK education system
- Have experienced interrupted schooling
- Be fluent bilingual speakers requiring support with academic language
- Have been educated entirely in England but speak another language at home

Understanding each pupil's background, experience and stage of language development is central to effective provision.

4. Whole School Principles

Provision for pupils who use English as an Additional Language (EAL) is underpinned by the following principles:

- **EAL provision is a whole-school responsibility.** All staff share responsibility for supporting pupils who use EAL.
- **Pupils with EAL are entitled to equal opportunities for success.** They should have access to an ambitious curriculum and high aspirations alongside their English-speaking peers.
- **High-quality mainstream teaching has the greatest impact.** Well-planned, inclusive classroom practice provides the best environment for both language development and academic success.
- **Additional support is planned within high-quality teaching.** The focus, timing and delivery of support are integral to curriculum and lesson planning.
- **Pupils with EAL have diverse needs.** Provision must be flexible and responsive to pupils' prior education, proficiency in English, literacy in their first language and individual experiences.
- **Language development is integral to learning across the curriculum.** Staff explicitly plan for and model subject-specific and academic language in every subject.
- **Academic language develops over time.** While social fluency may develop quickly, sustained support is needed to achieve full curriculum proficiency.
- **Adaptation removes barriers without lowering expectations.** Teaching strategies support access while maintaining high academic standards.
- **First languages and linguistic diversity are valued.** Pupils' home languages, identities and cultures are recognised as strengths and used to support learning where appropriate.
- **EAL is distinct from SEND.** Having a home language other than English is not a learning difficulty; pupils are only placed on the SEN register where identified SEND is present.

These principles ensure consistent, equitable practice, enabling pupils who use English as an Additional Language to access learning, develop language proficiency and achieve their full potential.

5. The Context of the School

The school holds a range of information about pupils who speak English as an additional language in order to support their academic and pastoral needs. As part of the admissions process, information is gathered about the languages spoken at home and pupils' ethnicity. Details of pupils' previous educational settings are also recorded to help the school understand their prior learning experiences.

This information enables the school to develop an informed understanding of each pupil's linguistic background and to plan appropriate support to ensure effective inclusion and access to the curriculum.

A significant minority of pupils in the school have English as an additional language, with figures typically ranging between 10-15% and varying slightly from year to year. Pupils who speak English as an additional language represent a wide range of home languages, reflecting the diverse nature of the school community.

The EAL cohort includes both pupils who were born in the UK and those who are new arrivals to the country. Some pupils are part of larger language groups within the school, while others speak languages that are less common. This diversity requires a flexible and inclusive approach to support pupils' linguistic, academic and social development.

6. Curriculum Intent for Pupils with EAL

The curriculum at Brighton Hill Community School is designed to develop and grow our students into the happy, safe and empowered people that we know they are capable of becoming. Our vision is to provide them with breadth and balance in their curriculum experiences and to ensure that every student's needs are met, including those with EAL, so that they are prepared for the challenges they may face in life and are empowered to change their lives for the better. The school's intention is that EAL pupils will:

- Access the full breadth of the curriculum alongside their peers
- Develop confidence and fluency in spoken and written academic English
- Acquire the subject-specific language necessary for success in each discipline
- Build independence, resilience and a strong sense of belonging
- Make sustained progress over time, regardless of starting point

Curriculum planning and provision take account of pupils' prior knowledge, experiences and skills, and reflect their religious, cultural and linguistic backgrounds. Planning is designed to ensure learning is meaningful, inclusive and accessible while maintaining high expectations. Staff use a range of strategies to support language development and enable pupils to engage fully with the ambitious curriculum.

7. Leadership, Roles and Responsibilities

Governing Body

- Holds leaders to account for the progress and inclusion of EAL pupils, ensuring effective oversight and accountability
- Ensures compliance with equality and inclusion duties
- Receives an annual report on EAL pupil outcomes
- Senior Leadership Team
- Promotes a culture of high expectations for all pupils
- Allocates resources and training to strengthen classroom practice
- Ensures EAL provision is embedded within whole-school policy, curriculum and CPD

- Monitors the impact of EAL provision on pupil outcomes across the school

EAL Lead

- Oversees identification, assessment and monitoring of pupils with EAL
- Ensures staff are informed about pupils' linguistic backgrounds, prior education and additional needs
- Provides guidance and advice on effective classroom strategies to support language development
- Supports teaching staff to evaluate and refine classroom strategies and continually evaluates and refines EAL provision to ensure high quality support and positive outcomes
- Liaises with the Well-being Centre Manager to ensure that students are supported pastorally and academically (secondary)

Well-Being Centre Manager

- Works with pastoral staff, families and external agencies as appropriate
- Oversees the process of entering students for Heritage Language GCSE exams
- Supports effective communication with families where language or cultural barriers exist

Teachers and Support Staff

- Recognise that all teachers are language teachers and support language development through their subject
- Take responsibility for knowing the needs of all of their learners
- Adapt teaching to support access, understanding and participation

8. Identification, Assessment and Review

Pupils who use English as an Additional Language (EAL) are identified at admission through parental information, prior school records and information gathered about pupils' linguistic competencies, home languages, previous educational experience and family and biographical background.

For new arrivals, the school follows a structured induction process which includes: a welcome meeting with the pupil and their family (with interpreter support where needed); an initial assessment of English language proficiency across speaking, listening, reading and writing; allocation of a peer buddy; an introduction to key routines, staff and spaces; and, where appropriate, a phased or adapted timetable during the initial settling-in period. For mid-year arrivals, the induction process is adapted to ensure continuity of learning and a smooth transition into the school community.

English language proficiency is assessed across speaking, listening, reading and writing. For new arrivals, progress in the acquisition of English is monitored using the Bell Assessment Framework, with

Language in Common and EMTAS assessments used where appropriate to provide additional guidance and support.

In addition to internal assessment tools, the school records each EAL pupil's English language proficiency using the DfE's five-point proficiency scale (A–E) for submission via the School Census. This data is updated at least annually and informs both school-level planning and national monitoring of EAL outcomes.

- Assessment focuses on progress over time and informs teaching, adaptation and support strategies. Assessment is used to support ambition and inclusion, not to withdraw pupils from high-quality curriculum experiences.
- Staff have regular opportunities to liaise and discuss the progress, needs and targets of pupils with EAL. Teachers work collaboratively within year group teams and meet with the EAL Lead to review assessment information, identify next steps and agree appropriate support strategies.
- Relevant information about pupils' language development, background and needs is shared with all staff who work with the pupil through communication within year group teams, ensuring consistent and informed support.
- Information is reviewed regularly to ensure provision remains adaptive, responsive and effective.
- Staff are encouraged to use inclusive assessment approaches and to adapt tasks, materials and expectations so that pupils with EAL can demonstrate understanding and skills fairly.
- The school is committed to ensuring that pupils with EAL are not inappropriately identified as having SEND due to language acquisition rather than learning difficulty. A clear distinction is made between EAL and SEND, and decisions are taken in consultation with relevant staff. Where there is uncertainty, advice is sought from EMTAS. Where an underlying SEND is identified, provision is planned in collaboration with appropriate stakeholders.
- Staff are alert to the safeguarding vulnerabilities that may affect some EAL pupils, including those who are newly arrived, refugees, asylum seekers, unaccompanied minors or those who have experienced trauma or interrupted education. Language barriers may affect a pupil's ability to disclose concerns. Where safeguarding concerns are identified, these are managed in accordance with the school's Safeguarding and Child Protection Policy and referrals are made to the Designated Safeguarding Lead without delay.
- Talents across a wide range of areas—including problem-solving, creativity, leadership, mathematics and the arts—are recognised and valued, even where pupils are not yet fully fluent in English.
- Where appropriate, pupils are entered for Heritage Language GCSEs in their first language, recognising bilingualism as both an academic and cultural strength. (editable based on school's procedure)

9. Teaching, Learning and Classroom Provision

Teaching and learning for pupils who use English as an Additional Language (EAL) is underpinned by the understanding that pupils' academic progress and potential are not limited by their current

proficiency in English. High expectations are maintained at all times, with teaching planned to develop both subject knowledge and language.

Teachers support pupils who use EAL by:

- Planning lessons with clear learning objectives that focus on both curriculum content and the language needed to engage with and demonstrate understanding.
- Explicitly teaching key vocabulary and language structures, including the specific forms of language and text used within each curriculum area.
- Modelling high-quality spoken and written English, ensuring pupils are exposed to clear examples of academic and subject-specific language.
- Providing scaffolding for language and learning, including structured talk, sentence starters and writing frames, to support pupils in expressing their ideas.
- Encouraging discussion, collaboration and purposeful talk, including opportunities for oral rehearsal. Where appropriate, pupils are encouraged to use their first language to support thinking and learning.
- Ensuring pupils can demonstrate understanding in a range of ways, recognising that spoken or written English may not yet fully reflect their subject knowledge.
- Maintaining appropriate levels of cognitive challenge, ensuring expectations are not reduced when scaffolds are put in place to support access.
- Recognising that academic language develops over time, and planning teaching sequences that provide sustained support for pupils to develop full curriculum fluency.
- Ensuring that any withdrawal from lessons is time-limited, purposeful and directly linked to learning taking place in the mainstream classroom.

These approaches ensure that pupils with EAL are actively engaged in lessons, able to access the full curriculum, and supported to develop both their subject knowledge and proficiency in English.

10. Resources

The school provides and deploys a wide range of resources to support pupils who use English as an Additional Language (EAL), ensuring access to learning, development of language proficiency and high levels of academic challenge.

- Assistive technology and bilingual dictionaries are used as a scaffold for pupils in the lower bands of English proficiency, supporting understanding, communication and participation in lessons.
- Staff across the school use a wide range of classroom resources to support EAL learners, including games, visual materials, adapted tasks, key vocabulary word mats and audio-visual resources .
- Visual supports are used consistently across the school, including dual-language resources, vocabulary presented alongside visuals and adapted materials.
- Resources are selected and adapted to support explicit teaching of vocabulary and language structures, provide scaffolds such as sentence starters and writing frames, and enable pupils to demonstrate understanding in a range of ways.

- Displays and learning resources across the school reflect the linguistic and cultural diversity of the school community, with languages spoken by pupils incorporated into both classroom and communal displays.
- Assessment materials are reviewed and adapted where necessary to ensure that images, texts and contexts are culturally appropriate, accessible and free from unnecessary linguistic barriers.
- The school also accesses specialist support from EMTAS to provide guidance, assessment support and professional advice to staff in order to further strengthen provision for pupils who use EAL.
- These resources are used flexibly and purposefully within high-quality teaching to remove barriers to learning while maintaining high expectations for all pupils.

11. Inclusion, Behaviour and Personal Development

The school recognises that some pupils who use EAL may experience additional challenges relating to confidence, communication or transition. The school operates a buddying system for newly arrived pupils. Pupil buddies support transitions, work alongside new pupils in lessons, and offer guidance during break and lunchtimes.

Through regular check-ins, the school's pastoral systems ensure that pupils:

- Feel safe, welcomed and valued
- Build positive relationships with peers and staff
- Develop confidence to participate fully in school life
- Have opportunities to share their views on the support they receive and the ways in which their languages and cultures are valued within the school community

This contributes to positive behaviour, strong attendance and growing independence.

The school actively seeks the views of EAL pupils, particularly at secondary level, about their experiences of learning and belonging. Pupil perspectives are used to inform and refine provision, ensuring that support is responsive to pupils' needs and that pupils feel a genuine sense of ownership and agency in their education.

12. Partnership with Parents, Carers and the Wider Community

The school works in close partnership with parents, carers and the wider community to ensure that pupils who use English as an Additional Language (EAL) feel welcomed, supported and valued, and that families are confident and engaged members of the school community.

- The school ensures that the admission process, assessment and support of new arrival pupils and their families is welcoming and inclusive. From the outset, pupils and families are supported to understand school routines, expectations and available support, helping them to feel confident within the school community.

- All communication with parents and carers is clear, respectful and accessible. Where language barriers exist, additional support is provided, for example, with understanding key documents and parents' evening.
- The school takes account of parents' and carers' linguistic, cultural and religious backgrounds when developing strong home-school links. Staff build positive relationships with families, respect cultural practices and value parents' knowledge of their children. The school values the contributions of all families and promotes opportunities for families to share their experiences and knowledge.
- Families are encouraged to continue using home languages to support learning, identity and wellbeing.
- Relevant staff work closely with families to ensure that information is shared effectively and that pupils' academic, pastoral and emotional needs are understood and supported.

Through clear communication, inclusive practices and respectful collaboration, engagement with parents and carers strengthens pupils' progress, wellbeing and sense of identity, and supports positive outcomes for pupils who use English as an Additional Language.

13. Staff Training and Professional Development

The school is committed to ensuring that provision for pupils who use English as an Additional Language (EAL) is effectively delivered, well-coordinated and continuously improved. Responsibility for the progress, inclusion and wellbeing of pupils with EAL is shared by all staff, and all members of the school community are expected to contribute to high-quality inclusive practice.

The school actively encourages and supports staff to engage in ongoing professional development that:

- builds confidence in supporting pupils who use EAL
- promotes consistent and effective classroom practice
- encourages reflection on what works well and why

Through targeted professional development, collaborative practice and strategic planning, the school ensures that EAL provision is secure, sustainable and embedded across the school.

14. Monitoring, Evaluation and Impact

The school adopts a structured and reflective approach to monitoring and evaluating provision for pupils who use English as an Additional Language (EAL), ensuring that provision is responsive, effective and focused on securing positive outcomes.

Pupils with EAL are assessed using the Bell Assessment Framework, which identifies pupils' current levels of English language acquisition in the Autumn term or upon arrival. Students in bands A-C are then reassessed in the summer term to check progression in listening, speaking, reading and writing

and identify any further support required. This process is supported by pupils' teachers who contribute to the assessment.

EAL assessment is recorded on a whole-school tracking system. This enables leaders and staff to maintain an overview of pupils' language development across year groups.

Evaluation of EAL provision is led by the EAL Lead in collaboration with the wider staff team. The effectiveness of provision is evaluated using a range of evidence, including:

- progress and attainment information
- attendance and behaviour patterns
- lesson visits and work scrutiny
- pupil and parent feedback

This collaborative approach ensures that strategies are regularly reviewed and refined to meet the changing needs of pupils with EAL so that they are supported to thrive both academically and personally.

15. Examination Access Arrangements

The school ensures that pupils who use English as an Additional Language are able to access formal assessments and public examinations fairly. Arrangements are made in accordance with JCQ (Joint Council for Qualifications) regulations and the school's access arrangements procedures.

For EAL pupils, the following provisions may apply:

- Use of bilingual translation dictionaries in GCSE and GCE examinations, where permitted by JCQ regulations. Pupils are given the opportunity to practise using approved dictionaries in advance of examinations.
- Additional time, where a formal assessment of need has been completed and the requirements of JCQ regulations have been met.
- Modified or adapted materials, where available and in line with awarding body guidance.
- A separate room or small group setting for examinations where this has been the pupil's normal way of working.

The SENCO and examinations officer work collaboratively with the EAL Lead to identify eligible pupils, gather evidence of need and submit access arrangement applications in good time. Decisions are informed by the pupil's history of provision and are reviewed annually.

16. Related Policies

This policy is published on our school website and available on request.

This policy is linked to our:

- Assessment policy

- Home-School policy
- Behaviour Policy
- Teaching and Learning Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy
- Admissions Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Examination Access Arrangements Policy