




Grow Independent School EAL Policy

Last Reviewed:	May 2024
Next Review Date:	May 2025
Signed by:	S Hawthorne 
Approved by:	A Lee: Chair of Governors

At Grow, we are committed to providing an accessible and inclusive environment for all our students, staff, parents, and visitors. We strive to ensure that everyone can fully participate in our educational community, regardless of any physical, sensory, cognitive, or neurodiverse conditions.

We can provide information in multiple formats, including printed, electronic, and audio versions. Please let us know your preferred format. We offer translation and interpretation services to support non-English speakers and those who use sign language.

We value feedback from our community to help us improve our accessibility measures. If you have any suggestions or require assistance, please contact us: office@growschool.co.uk

Thank you for helping us make Grow a welcoming and accessible environment for everyone.

English as an Additional Language (EAL) Policy

EAL Lead: Charlotte O'Brien

The government definition of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003).

Introduction

At Grow Independent School, we value diversity and are committed to ensuring that all students, including those for whom English is an additional language (EAL), have equal access to the curriculum and are fully included in the school community. This policy outlines the provision and support available for EAL students to ensure their language development and academic progress.

Aims of the Policy

- To ensure that EAL students are fully integrated into the school community.
- To promote the development of students' English language skills in speaking, listening, reading, and writing.
- To support EAL students in accessing the full curriculum and achieving their potential.
- To recognise and value the students' home languages and cultures as assets to the school community.
- To ensure that all staff are aware of their role in supporting EAL students and receive appropriate training and resources.

Definition of EAL

EAL refers to students who speak one or more languages other than English as their first language, and who are in the process of learning and using English as an additional language. This includes students who:

- Were born in the UK but speak a language other than English at home.
- Have recently arrived in the UK and may have limited or no English proficiency.
- Are fluent in English but continue to develop academic language skills.

Identification and Assessment of EAL Students

1. **Initial Identification:**
 - On admission, parents or carers are asked to provide information on the student's first language and any other languages spoken at home.
 - A student's EAL status will be recorded on the school's management system.
2. **Assessment:**
 - New EAL students will undergo an initial language assessment to determine their level of English proficiency. This will assess speaking, listening, reading, and writing skills.

- The assessment will help identify any additional learning needs and determine the level of support required.
- Ongoing assessments will be conducted to monitor progress, including teacher observations, classroom assessments, and formal testing where appropriate.

EAL Support Provision

- 1. In-Class Support:**
 - EAL students will be placed in mainstream classes with access to the full curriculum.
 - Teachers will use differentiated teaching strategies, resources, and materials to ensure that EAL students can access learning and participate fully in lessons.
 - Teaching Assistants (TAs) may provide in-class support for EAL students, helping with language comprehension, task instructions, and written work.
- 2. Small Group or One-to-One Support:**
 - Where needed, EAL students will receive targeted support through small group sessions or one-to-one interventions with specialist staff or TAs.
 - These sessions will focus on developing core language skills, such as vocabulary building, grammar, speaking fluency, and academic writing.
- 3. Bilingual Resources:**
 - The school will provide bilingual resources, such as dual-language books, visual aids, and glossaries, to support students' understanding of key concepts.
 - Where possible, students will be encouraged to use their home language in learning, while gradually transitioning to English as their primary academic language.
- 4. Peer Support:**
 - EAL students will be paired with language buddies or peer mentors who can support them in understanding classroom activities and developing social connections.
 - This promotes a sense of belonging and eases the transition into the school environment.

Teaching Strategies for EAL Students

Teachers will use a range of strategies to support EAL students, including:

- **Visual Aids and Modelling:** Using images, diagrams, and demonstrations to reinforce key vocabulary and concepts.
- **Differentiated Materials:** Providing materials at an appropriate reading and language level to ensure comprehension without reducing the intellectual challenge of the lesson.
- **Collaborative Learning:** Encouraging group work and discussions to provide EAL students with opportunities to practice speaking and listening skills in a supportive environment.
- **Clear Instructions:** Ensuring instructions are simple, clear, and supported by visual cues or practical examples.
- **Language Scaffolding:** Providing sentence starters, key vocabulary lists, and structured frameworks to support written and oral language development.
- **Assessment for Learning:** Using formative assessment strategies to monitor progress and adapt teaching strategies accordingly.

Parental and Community Involvement

- 1. Engagement with Parents/Carers:**

- The school will make efforts to engage with parents/carers of EAL students, providing interpreters where necessary and ensuring that key communications are available in the family's home language where possible.
 - Regular communication will be maintained to inform parents/carers of their child's progress and any additional support needed.
2. **Celebrating Diversity:**
- The school will celebrate the cultural diversity of its students through events, assemblies, and the curriculum, recognising the importance of home languages and cultural heritage.
 - Students will be encouraged to share their cultural experiences and languages, fostering a school environment of mutual respect and inclusion.

Monitoring and Evaluation

1. **Tracking Progress:**
- The progress of EAL students will be tracked regularly through ongoing assessments, teacher observations, and formal data collection, ensuring that language development and academic achievement are monitored.
 - The school will identify any underachievement and provide appropriate interventions to ensure that EAL students are making progress in line with their peers.
2. **Staff Training and Development:**
- The school will provide staff with regular training and development opportunities on effective strategies for supporting EAL students.
 - Teachers and support staff will be encouraged to collaborate and share best practices for EAL provision.
3. **Policy Review:**
- The EAL policy will be reviewed annually by the senior leadership team and the governing body to ensure that it remains effective and meets the needs of the school's EAL students.

Roles and Responsibilities

1. **EAL Coordinator:**
- Oversee the implementation of the EAL policy and provision across the school.
 - Ensure that EAL students are identified and assessed appropriately.
 - Provide support and guidance to staff on strategies for supporting EAL students.
 - Monitor the progress of EAL students and coordinate interventions where necessary.
2. **Teachers:**
- Differentiate lessons and materials to meet the needs of EAL students.
 - Monitor the progress of EAL students in their subject areas and adapt teaching strategies as necessary.
 - Work collaboratively with the EAL coordinator and other staff to ensure students receive appropriate support.
3. **Teaching Assistants:**
- Provide in-class support to EAL students, helping them understand lesson content and complete tasks.
 - Support small group and one-to-one interventions aimed at improving language skills.
4. **Senior Leadership Team:**

- Ensure that the school's EAL policy is effectively implemented and that adequate resources are allocated to support EAL provision.
 - Monitor the performance of EAL students and report outcomes to the governing body.
5. **Governors:**
- Monitor and review the EAL provision and ensure that the school is meeting its statutory obligations.
 - Ensure that EAL students are making progress and receiving the necessary support.

Policy last reviewed 05/09/24

Next Review due Sept 2026