

# TKS Education and Welfare of Pupils for whom English is an Additional Language (EAL) Policy

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### 1. Introduction

TKS is committed to making appropriate provisions for the teaching, learning, and pastoral wellbeing of our EAL pupils, as far as we are able. The school will seek to ensure that the learning needs of each EAL pupil are identified and met, provided school resources are sufficient to do so. Parental support may be required for external tutoring if the needs cannot be met through the additional support already in place. It will be decided as part of the admissions process whether we can meet the pupil's needs.

TKS adheres to the DfE's definition of an EAL pupil as: "A pupil ... exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration."<sup>1</sup> (DfE Schools, Pupils, and their Characteristics, July 2020). We recognise that an EAL pupil may be anywhere on a continuum, from being new to the English language and requiring intensive support, to being fluent and requiring only occasional support. EAL pupils may also be bilingual - fluent in two or more languages, but still need some support with English.

This policy aligns with our school's mission to support parents in helping their children reach their full potential. We therefore promote good practices in the management and provision of wellbeing care for EAL pupils, ensuring they receive linguistic support across all areas of the curriculum as needed, and are fully included in the TKS community. We seek to ensure that the qualities an EAL pupil brings to the school are recognised and valued. This is a whole-school policy, relevant to our pupils in the Early Years, Primary, and Secondary schools.

### 2. Identifying EAL pupils

EAL pupils are identified at point of entry to school through our registration process and a record of EAL pupils is kept on the school's management information system. They may also be identified by teachers through observations, assessments, proficiency tests or input from their previous school.

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<sup>1</sup> English proficiency of pupils with English as an additional language, DfE (February 2020).

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## 3. Aims of provision for EAL pupils

1. To ensure the particular wellbeing needs of EAL pupils are met;
2. To ensure that all EAL pupils are able to use English confidently and competently;
3. To develop pupils' enthusiasm for languages, stimulating pupils' curiosity, interest, enjoyment and achievement;
4. To encourage EAL pupils to develop personal qualities such as resilience, initiative, empathy, self-confidence and an ability to work effectively independently and in a group;
5. To support staff with the EAL pupils within their classes.

## 4. Objectives of provision for EAL pupils

1. To ensure that all EAL pupils feel included in the school community, and that their cultural background and home language are valued;
2. To ensure that our EAL pupils feel supported as their English proficiency improves;
3. To encourage pupils to communicate confidently and fluently in English, with appropriate example and support;
4. To ensure that pupils receive regular and effective feedback (both spoken and written) in support of their learning and are motivated by being kept involved in their individual learning process;
5. To actively celebrate effort and success for all pupils and to show this in the written and verbal feedback given to pupils and by effective use of the school's rewards system;
6. To ensure that pupils are aware of the aim and learning outcomes of each lesson and piece of work;
7. To recognise the importance of guiding pupils to learn to take active responsibility for their work and progress. Work will be sufficiently challenging, meet the needs of all individuals and provide a balance between teacher-directed and self-directed work;
8. To ensure that appropriate and approved exam access arrangements are in place;
9. Ensure staff receive ongoing training and understand the needs of EAL pupils and ensure they have the skills to support them effectively. This will include differentiation techniques, cultural awareness, and understanding of second language acquisition;
10. To ensure staff appreciate the benefits of having EAL pupils in the school and in their classroom and have the information they need to best respond to the needs of these pupils.

## 5. Responsibilities

Our policy takes into account the DfE's statement that, 'Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.'<sup>2</sup> Having a first language other than English is not in itself a learning difficulty. A designated staff member will oversee support of EAL pupils in EYFS, Primary and Secondary (EAL coordinator). The SENCO will offer support if needed. It is the responsibility of the class teacher to support EAL pupils in class, with guidance from the EAL coordinator if required.

- EAL pupil progress will be monitored by the class teacher(s) and relevant Head of School. The EAL coordinator will review progress of EAL pupils at assessment points and recommend any actions;
- Information on language acquisition should be shared with parents/guardians at Parents' Evening;
- Teachers will adapt their teaching styles and materials to suit the needs of EAL pupils, offering more visual aids, simplified language, and opportunities for peer learning.

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<sup>2</sup> Education Act 1996, Section 312

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- The curriculum will be adapted where necessary to ensure that EAL pupils have access to the same learning opportunities as their peers. Special consideration will be given to language support in areas such as reading, writing, and vocabulary development.
- EAL pupils will be encouraged by tutors/class teachers to take part in school activities, including sports, drama, and extracurricular clubs, to foster integration and build social connections.
- Tutors/teachers will encourage EAL pupils use their home language in the school environment whenever possible.
- EAL Coordinators, along with Heads of School, will provide EAL training for staff.
- Heads of Schools will schedule opportunities in the school calendar for home cultures and languages to be celebrated.

## **Staff EAL coordinators**

- EYFS: Mrs A. Blakey
- Primary: Mr M. Pearson
- Secondary: Mr G.Beck

## **Linked Documents**

English proficiency of pupils with English as an additional language, DFE (2020)  
Education Act 1996, Section 312