

Policy owner:	Head of Learning Support
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EAL Policy

St Aubyn's School, Woodford Green, Essex

1. Introduction

St. Aubyn's School is committed to celebrating the diversity of languages and cultures within our school community. We aim to support all pupils for whom English is an additional language (EAL) while recognising and celebrating the linguistic richness they bring. This policy outlines our approach to identifying, supporting, and monitoring these pupils. Our aim is to ensure that every child has full access to the curriculum and a positive educational experience.

Our provision is based on two distinct categories:

1. Children from Multilingual Homes

Research indicates that children raised in multilingual environments often experience distinct language development patterns. While they may initially take longer to achieve proficiency in one language, studies show that multilingualism enhances cognitive flexibility, problem-solving skills, and metalinguistic awareness. At St. Aubyn's, we recognise and celebrate this linguistic diversity. We also remain aware that simultaneous language acquisition may lead to slower development in each language, requiring careful monitoring and support. These children are registered and celebrated for their multilingual abilities.

2. Pupils with EAL Requiring Support

These are pupils who require targeted support to develop their proficiency in English, depending on their stage of language acquisition.

Aims and Objectives

- To identify and assess the language proficiency of pupils accurately.
- To provide tailored in-class support and targeted intervention where required.
- To monitor and track progress regularly.
- To celebrate multilingualism and encourage the maintenance of home languages.
- To promote an inclusive, supportive, and enriching learning environment.

Identification and Assessment

Pupils with EAL are assessed to determine their level of English proficiency. This assessment is carried out using the Bell Foundation framework and other relevant tools. English language proficiency is categorised into five bands:

- **A: New to English** – Minimal understanding of English; significant support required.
- **B: Early Acquisition**– Basic communication; support needed for curriculum access.
- **C: Developing Competence** – Increasing independence; ongoing language support.
- **D: Competent** – Able to engage across the curriculum with occasional support.
- **E: Fluent** – Comparable proficiency to native speakers; no additional support required.

Additionally, we conduct a language survey every two years to gather updated information about languages spoken at home.

Support and Provision

Support for pupils with EAL is coordinated by the Head of Learning Support. Our approach includes:

- In-class differentiation and targeted teaching strategies.
- Visual aids, scaffolding techniques, and bilingual resources where appropriate.
- Small group sessions for focused language development, if needed.
- Collaborative learning and peer support.

For pupils from multilingual homes, teachers remain aware of the potential for a different profile of language development and provide appropriate support as needed.

Monitoring and Progress Review

- The progress of EAL pupils is reviewed termly as part of the school's regular progress monitoring.
- Each pupil has individual targets that are set and reviewed by class teachers in consultation with the Head of Learning Support.
- Learning Support Plans (LSPs) are created for pupils requiring additional language support.

Inclusion and Classroom Strategies

Classroom teachers use a range of strategies to ensure that EAL learners are fully included and engaged:

- Visual prompts, clear instructions, and structured activities.
- Culturally relevant materials and opportunities to share home languages.
- Encouraging collaborative work to build language skills.
- Regular communication with parents to support language development at home.

Celebrating Multilingualism

At St. Aubyn's, we celebrate our diverse community by acknowledging and valuing all languages spoken by our pupils. Events such as 'Wear your story day' and other opportunities for pupils to share their languages and cultures are part of our curriculum and ethos.

Roles and Responsibilities

- Head of Learning Support – Coordinates EAL provision, maintains the EAL register, and supports staff with strategies.
- Class Teachers – Identify pupils needing support, implement classroom strategies, and monitor progress.
- Parents – Play an essential role in supporting their child's language development at home and working in partnership with the school.

Review of Policy

This policy will be reviewed every three years to ensure it remains effective and aligned with current best practices.