



EAL - 2025

Making the difference

Curriculum Policy: English as an Additional Language (EAL)



Vranch House School English as an Additional Language Policy

Introduction

At Vranch House School we celebrate children's differing cultures, backgrounds and languages. This document outlines the Vranch House School English as an Additional Language (EAL) Policy. It details how EAL is supported throughout Vranch House School, in all aspects of school life. This EAL policy is reviewed on a three-yearly basis.

This policy should be read in conjunction with the Vranch House Curriculum Policy and the Spiritual, Moral, Social and Cultural Policy.

Aims

It is the aim of the School that every child with EAL is enabled to:

- Access all areas of the curriculum
- Reach their full potential
- Work with a growing degree of confidence
- Continue to use their first language with pride and confidence
- Use a range of languages including everyday English, signing, objects of reference and subject specific language as appropriate
- Develop the skills and confidence to express themselves confidently in a range of situations on a variety of subjects, using a variety of communication modes
- Rely on the support of adults within school where and when appropriate
- Have access to a range of resources which will aid their learning

Vranch House School also seeks to provide the parents of children with English as an additional language with any support they may need throughout their child's school career, with translations and translators being used, when necessary, to afford them the same accessibility to knowledge of their child's progress as all other parents.

Roles and Responsibilities

All staff at Vranch House School share responsibility for supporting children with EAL, however the Head of Education, Speech and Language Therapist and Class teachers share practical responsibilities for leading the day to day support which is provided.

These include:

- Assessing the children soon after they enter the school
- Speaking to parents/carers to gain knowledge of their child's previous experiences
- Contacting and liaising with the child's previous school/provider if applicable
- Planning work appropriate to the level of the child.
- Liaising with colleagues in mainstream and advisory services to ensure provision is effective
- Assessing and planning for future progression
- Maintaining high expectations for work and behaviour
- Regular liaison with parents as necessary

The Head of Education, Governors and Senior Management Team share the responsibility for ensuring procedures and policies are appropriate to meet the needs of the children involved and that staff are suitably trained to provide the necessary support:



- Training as and when necessary to support staff and pupils
- Access to suitable learning materials in various languages if appropriate
- Supporting parents and carers
- Arranging translations and translators if necessary

Induction:

It is the aim of Vranck House School that every child should settle happily into the school at whatever stage or time of academic year they join us. When a child has EAL the following procedure will take place:

- Meet with parents/carers prior to the child starting school and complete any forms and answer questions the parent may have
- Arrange for Ethnic Minority & Traveller Achievement Service (EMTAS) representation and translators for this meeting, if necessary and for the child's first day and/or preliminary visits, if appropriate
- Liaison between therapists and class teacher and class staff about the new child
- Arrange for time to be spent assessing the child and provide time and materials as appropriate to support the child's needs
- Support the child to form new friendships

Assessment:

Assessment of progression in relation to EAL will follow the Guidance of Devon which is based upon DfE EAL Guidance:

'Attainment of pupils with English as an additional language' DfE-00119-2019
<https://www.gov.uk/government/publications/attainment-of-pupils-with-english-as-an-additional-language>

'Developing quality tuition: effective practice in schools - English as an additional language'
DfE 2011
<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition/b0056257/one-to-one-tuition-guidance-and-resources/resources>

Equal Opportunities:

We provide equal opportunities to all our children, regardless of gender, race or disability. It is vital that every member of the School community is valued and that the teaching that each child receives should respect and support the child in every possible way.

