



Heathfield Knoll School EAL Policy

This policy is supported and complemented by the following policies:

- Accessibility Plan
- Admissions
- Behaviour, Discipline and Exclusions
- Critical Incident Plan
- Curriculum
- Equal Opportunities
- Homework
- Marking
- More Able Learners
- Safeguarding and Child Protection

Key personnel:

Headteacher
Deputy Headteacher
EAL & MAL Coordinator

Lawrence Collins
Emma White
Emma Hayward

This document is reviewed at least annually by E.Hayward, EAL and More Able Pupils Coordinator or as events change or legislation requires. This is then approved by the Governing Board. The Governors have the skills to support and advise the school in its decision making.

Reviewed July 2025
Updated August 2025
Next review due: August 2026



Contents

Defining 'EAL'	3
Aims of the EAL policy	3
Purpose of the EAL policy	3
Objectives of the EAL policy	4
Appendix 1: EAL factsheet.....	5
Appendix 2: Staff expertise - EAL.....	7
Appendix 3: Pupils with EAL	8
Amendments to the policy:.....	8

Defining 'EAL'

A child will be recorded in school as having EAL if “they are exposed to a language at home that is known or believed to be other than English.”

'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become.'

Source: School census preparation and guidance for 2007 (DfES 2007)

Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they may have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others may have had little or no formal education and might not be literate in any language. Some will be gifted and talented; others will have learning difficulties and/ or disabilities.

For the school census, a first language other than English should be recorded under 'first language' where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community. If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English. In the case of an older pupil who is no longer exposed to the first language in the home, and now uses only another language, the school should consult with the pupil or parent to determine which language should be recorded.

Aims of the EAL policy

This policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL); therefore raising pupil achievement and aspirations.

Purpose of the EAL policy

- Equality: To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- Diversity: To meet our responsibilities to EAL pupils by ensuring equal access for pupils and the achievement of their educational potential.
- Belonging: To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL policy

1. **Language acquisition:**

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.

2. **Where a pupil's level of English precludes access to the HK School curriculum:**

- To provide pupils with access to resources which are age-appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.
- To ensure that pupils receive planned support for their oracy and literacy skills.
- To actively liaise with parents to help them to support their children's learning.

3. **Support for parents:**

- To facilitate parents' access to school life by providing dual language information and bilingual support, especially for parents' evenings, school events and workshops, and to monitor parental involvement.

4. **Assessment and monitoring:**

- To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- To seek first language assessment to ensure the accurate identification of SEN.
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To maintain staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To use of rigorous monitoring, evaluation and review systems to support identifying EAL pupils

5. **Staff**

- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- To keep a register of staff qualified/experienced in teaching English as an additional/foreign language.

6. **Benefits to all pupils**

- To celebrate multilingual skills and promote linguistic diversity with all pupils.

Appendix 1: EAL factsheet

Beginner EAL learners: overview

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to;

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practise a new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills

In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

Learning through talk

- Using speaking to clarify and present ideas
- Using active listening to understand a topic
- Hypothesising, evaluating and problem-solving through discussion

Teaching strategies

- Provide pre and post-listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answers with partner before answering
- Use additional adults to support discussion groups

Learning from text

- Reading for meaning – inference and deduction
- Understanding how subject-specific texts are organised
- Developing research and study skills

Teaching strategies

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around textbooks and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

Learning through writing

- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expressions at the sentence level

Teaching strategies

- Make sure pupils are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use the appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

Assistive technology for EAL learners

- Read&Write, to which the school subscribes, has an add-on feature called Translate, which can translate text and writing from and to English via the Read&Write toolbar icon.

**Appendix 2: Staff expertise - EAL**

Staff member	Qualification
Emma White	TESOL certificate
Rowena Sterry	TEFL
Isabel Fernandez	bilingual herself; teacher of MFL

Appendix 3: Pupils with EAL

Pupils with EAL are identified on Schoolbase, the school MIS.

They are also highlighted on Data tracking systems: Sonar and Schoolbase performance tracking

Pupils with EAL or significant exposure to a language other than English in the home or family are identified with details on our EAL Pupil List, which is updated regularly.

How do we find out if pupils are EAL?

The admissions form. When a pupil joins the school, they are required to identify if their child is a pupil with EAL.

We have sent out a Google form to track the languages spoken at home.

We have discussed with pupils themselves or parents whether they are exposed to another language in the home and established the level of their fluency in it.

Amendments to the policy:

July 22	Thorough review and updated	E. White
July 23	Staff changes & updates to Appendix 3	E.Hayward
Aug 24	Staff changes	L. Collins
Oct 24	Change to company name	T.Stooksbury
May 25	Addition to staff expertise; change of MIS	E Hayward
Oct 25	Addition of assistive technologies section	E Hayward