Tidbury Green School
Dickens Heath Road
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Solihull
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Policy Name

English as an Additional Language (EAL)

Date of Review

Autumn Term 2025

Next Review Date

Autumn Term 2027

Agreed by Governors

Dec 2025

Date

Dec 2025

Policy:	English as an Additional Language (EAL)
People Authorised to make changes to this policy:	• Mrs R Fitter • Miss E Morgan
Committee responsible for approving policy:	Policy, Curriculum, Scrutiny & Standards

After policy review:	
Changes made:	
Expected impact of updated policy:	
Updated policy sent to governors:	
Updated policy sent to staff:	
Updated policy put on website:	

Questions for the reviewer of this policy:	
Does this policy comply with statutory requirements and is relevant legislation and guidance referenced in the policy?	
Does the policy reflect current evidence-based good practice?	
Is the policy consistent with the vision and ethos of the school?	
Does the policy reflect current practice in the school?	

1 Introduction

1.1 At Tidbury Green School we consider all children to be important. This applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

1.2 A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

1.3 Children who are learning English as an additional language, have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. Tidbury Green School recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Definition of EAL

The Department for Education (DfE) defines a pupil with English as an Additional Language (EAL) as:

> "A pupil is recorded as having English as an additional language if they are exposed to a language other than English at home." (DfE School Census Guidance, 2025)

In line with DfE guidance, 'first language' refers to:

> "The language to which a child was initially exposed during early development and which continues to be used in the home or community."

This means that EAL pupils include a wide range of learners, from those who are newly arrived in the UK with little or no English, to those who are fluent bilinguals capable of high academic performance in English and another language.

2 Aims and objectives

2.1 Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

2.2 The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

2.3 As a school we aim to:

- Provide a welcoming environment in which children will learn most effectively.
- Ensure that we collect all relevant information about new children and communicate essential information to all relevant members of staff through a robust admissions system.
- Provide appropriate support to children with EAL needs, both new arrivals and more advanced multilinguists.
- Provide an inclusive curriculum.

- Monitor children's progress regularly.
- Ensure children are making appropriate progress and can fully access the school curriculum.
- Support children who are at risk of under achieving.
- Communicate regularly with all parents.
- Celebrate the wide diversity of language and culture in our school community.

3 EAL and inclusion

3.1 At Tidbury Green School, we value each child as a unique individual. We will strive to meet the needs of all our pupils and ensure that we meet all statutory requirements related to inclusion.

3.2 All children in our school follow the requirements of the National Curriculum. We aim to support children with English as an additional language so that they can join in with whole class learning activities, rather than producing separate work. We provide learning opportunities that enable all pupils to make good progress.

3.3 We strive to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

4 Teaching and learning

4.1 At Tidbury Green School, teachers use various methods to help children who are learning English as an additional language, this includes the following:

a. Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;

b. Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials where appropriate;
- dictionaries or online translation;
- using their home or first language for key words where appropriate or necessary.

4.2 Children learning English as an additional language and their families, are supported by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- working alongside Solihull Cultural Educational Partnership to provide a range of experiences

5 Roles and Responsibilities

5.1 Assistant Headteacher with resposibiloty for EAL: Ensures EAL provision is high-quality, resourced, and monitored, tracks progress, advises on strategies, supports staff training.

5.2 Class Teachers: Plan and differentiate for EAL pupils; promote inclusion and language-rich environments.

5.3 Support Staff: Deliver targeted interventions, scaffold learning, model language.

5.4 Families: Partners in supporting bilingual development and home learning.

6 New Starters who are EAL

6.1 At Tidbury Green School, we pride ourselves on a welcoming admission process both for families and their children. We can use a variety of communication methods depending on the need of the family and use ‘pupil buddies’ to support children new to school.

6.2 If not already established, we will make an initial assessment of English proficiency (use DfE proficiency scales A–E).

6.3 Where needed we will arrange a parent meeting to share the child’s background, language use, strengths, and previous schooling.

6.4 We can also consider a flexible induction plan for the first weeks, where a child may need more support.

7 Monitoring and review

7.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.