Whole School English as an Additional Language (EAL) Policy

School Context:

Please refer to the EAL Register for current EAL pupils at Cranford School.

Principles of Learning Support:

These are in line with the **'Whole School Special Educational Needs and Disability (SEND) Policy'**.

Aims of the Policy:

The aims of this EAL policy are:

- To define the School's objectives regarding EAL and how these will be met;
- To define the overall organisation and management of EAL provision in the School;
- To define the nature and level of School support for EAL.

The School's EAL Objectives:

- EAL pupils are identified, and procedures are followed to ensure their needs are met and they achieve their potential;
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs;
- EAL pupils are integrated as fully as possible into the life of the School and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- They are actively encouraged to participate in extra-curricular activities;
- The views of the pupil are sought and taken into account;
- Parents/guardians are encouraged to play a role in the pupil's education;
- Appropriate resources are available and are used in the School;
- The School's overall ethos helps pupils feel valued members of the School community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are actively supported and celebrated

Roles and Responsibilities for Management of Provision:

1

EAL is regarded as a Whole School responsibility, with all staff having a part to play in making provision for pupils. Those with particular responsibility in this area are:

Deputy Head (Academic) and SENCo:

- Identification of EAL pupils;
- Monitoring of EAL pupils' progress, attainment and well-being;
- Record keeping;
- Liaison over communication with parents and guardians of EAL pupils;
- Ensuring Examination Access Arrangements, where appropriate;
- Assessment of specific EAL needs;
- Ensuring mentoring and pastoral support of EAL pupils;
- Specialised EAL teaching, where necessary;
- Appropriate support for EAL pupils across the curriculum;
- Advice and guidance to staff.

Admissions:

EAL pupils who apply to join the School are assessed in Literacy and Maths to a level commensurate with their ability. Where appropriate, support is offered such that the mainstream curriculum can be accessed.

Identification and Assessment of EAL:

A variety of sources of information may be used in order to identify and monitor EAL pupils and assess any need for additional support:

- Entrance papers;
- Report from previous school and/or parents/guardians;
- Assessment by the SENCo;
- Subject teachers' comments and observations;
- Form teacher's or Head of Year's comments and observations;
- MidYIS tests;
- Termly assessments
- Input from pupils and parents or guardians

The School recognises that most EAL pupils needing support with their English do not have SEN/D needs. However, if SEN/D needs are identified, EAL pupils will have equal access to School SEN/D provision, in addition to EAL support.

Recording, Monitoring and Reporting:

An EAL register is compiled by the SENCo and made available to all staff. Home languages and ethnicity are also recorded on SIMS. EAL pupils who have been identified as having Special Educational Needs and/or Disabilities are also included on the SEND register. All this information is updated annually.

Provision:

The following measures are available for pupils who need them:

- Regular meetings as appropriate between pupil and SENCO;
- Timetabled EAL/curriculum support lessons where needed;
- External examinations in first language, where appropriate;
- Examination Access Arrangements, if appropriate.

Pastoral Provision:

- Buddy system within form and/or teaching group;
- Link with pupils and/or staff who speak the same language.

Promotion of Bilingualism:

- School assemblies;
- SMSC Programme
- Co-curricular opportunities
- Multicultural issues in Schemes of Learning.

Staff Support and Training:

- INSET training for all staff, where necessary;
- Advice available from SENCo.

Success Criteria:

Success is evaluated in terms of both academic progress and also integration and self-confidence within the School. Success is measured through:

- Levels of attainment in formal School assessments and external tests;
- School reports;
- Self-assessment;
- Informal assessment by SENCo, subject teachers and pastoral staff;
- Pupil and Parent Voice.

Publication and Review:

The '**Whole School EAL Policy'** is available in the Cranford School Policies section of the Whole School Staff Teams area on Microsoft Teams for all staff to read. The policy is regarded as a working document and reviewed and if necessary, updated at least once a year. This review will be undertaken by the SENCo together with input from the Junior and Senior Deputy Heads (Academic). EAL issues are also included in the School's Strategic Plan and self-evaluation procedures.

Reviewed: November 2025:   Headmaster, Deputy Heads (Academic) Junior and Senior and SENCo (Junior and Senior)

Review Due: November 2026:   Headmaster, Deputy Heads (Academic) Junior and Senior and SENCo (Junior and Senior)