



## English as an Additional Language (EAL) Policy

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## **Statement of intent**

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum, and reaching their full potential. Pupils with EAL will be offered learning in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education, and learning.

Research suggests that those new to English will acquire conversational fluency within two years but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at Ysgol Y Rhos are given the best chance possible to reach their full potential.

Pupils and families may use Welsh and this EAL policy and the support offered by the school is designed to complement not replace opportunities to use and learn Welsh within Ysgol Y Rhos. Although our school is an English-speaking school reasonable steps will always be taken to address any educational needs required with the Welsh language. These reasonable steps include commissioning Welsh-medium specialists or working with the local authority to deliver provision through the medium of Welsh.

We aim to:

- Welcome the cultural, linguistic, and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources, and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

All EAL learners are protected from discrimination under the Equality Act 2010 and Public Sector Equality Duty in Wales. All learners, regardless of their background or personal identity will have fair access to the same support, opportunities and resources outlined within this policy.

## United Nations Convention of the Rights of the Child (UNCRC)

Our EAL policy has also been written with due regard for the UNCRC demonstrating our commitment to the promotion and protection of children's rights ensuring that the voice, welfare and dignity of all our pupils is paramount to the work that we do. Our EAL policy encompasses the UNCRC in the following ways.

Article	Theme	Links
Article 2	Non-discrimination	Pupils at Ysgol Y Rhos will not be disadvantaged or treated less favourably because English is not their first language. Admissions, assessment, curriculum access and behaviour expectations will be equitable. Language difference will never be confused with learning difficulty or behavioural need.
Article 3	Best interests of the child	Decisions about placement, support, assessment and intervention will prioritise pupils well-being, dignity and progress. EAL provision will be flexible and responsive to the pupils stage of language acquisition and emotional needs.
Article 6	Right to life, survival and development	Ysgol Y Rhos recognises that language support is essential for pupils academic, social and emotional development. Effective EAL provision will ensure that pupils can communicate needs, understand expectations and access safeguarding support.
Article 7	Right to identity	Pupils names, pronunciation, cultural background and linguistic identity will be respected and accurately recorded at Ysgol Y Rhos. Home language(s) will always be valued as part of the pupils identity, not seen as a deficit.
Article 8	Preservation of identity	Ysgol Y Rhos' EAL Policy promotes pride in pupils cultural and linguistic heritage. Pupils will not feel pressure to abandon their first language or cultural identity in order to "fit in".
Article 12	Right to be heard	Pupils with EAL will have opportunities to express their views, concerns and feelings. Where necessary, Ysgol Y Rhos will use; visual supports, simplified language, interpreters or translation support and trusted adults so that language barriers do not silence pupils.
Article 13	Freedom of expression	Pupils will always be encouraged to express ideas in ways that are accessible to them, including; first language use, visual or creative communication and supported spoken English. Our EAL policy values multilingual communication.
Article 14	Freedom of thought, belief and religion	EAL pupils may come from diverse cultural or religious backgrounds. Our EAL policy ensures respect for beliefs, values and cultural practices, and that curriculum and school life are inclusive.
Article 16	Right to privacy	Information about a pupils immigration status, family background, trauma history or language needs will be handled confidentially. Sensitive information will be shared only on a need-to-know basis.
Article 17	Access to appropriate information	EAL pupils and their families will receive key information (e.g. school rules, safeguarding, complaints, attendance) in accessible formats. This may include translated materials, visual guides, or supported explanations.
Article 19	Protection from all forms of harm	Language barriers can increase vulnerability to; bullying, isolation, exploitation and abuse. Our EAL Policy links clearly to safeguarding procedures and ensures that pupils know; who to speak to, how to ask for help and how the school keeps them safe.
Article 20	Protection for children without family care	Some EAL pupils may be; children who are looked after, refugees or asylum seekers, unaccompanied

		minors. Our policy ensures enhanced pastoral, safeguarding and induction support.
Article 23	Rights of children with disabilities	EAL needs and Additional Learning Needs (ALN) can coexist. Ysgol Y Rhos' EAL policy ensures; language needs are not mistaken for cognitive difficulty, appropriate assessments are used, dual needs (EAL + ALN) are supported holistically
Article 24	Right to health	Pupils must be able to communicate health needs, emotional distress or mental health concerns. Language support is essential for access to pastoral and therapeutic support.
Article 28	Right to education	EAL pupils have the same right to education as all others. Ysgol Y Rhos' EAL policy ensures full access to; curriculum content, assessment and enrichment and extra-curricular activities.
Article 29	Aims of Education	Ysgol Y Rhos will; develop pupils' talents and abilities, promote respect for cultural diversity, support pupils to become confident individuals and ethical citizens.
Article 30	Minority culture, language and identity	Pupils from linguistic minorities have the right to enjoy their own culture and use their own language. This EAL Policy actively values bilingualism and multilingualism.
Article 31	Right to play, leisure and participation	EAL pupils must be supported to participate fully in play, social time and school activities. Staff at Ysgol Y Rhos will proactively support inclusion and peer relationships.
Article 39	Recovery from trauma	Some EAL pupils may have experienced displacement, conflict or trauma. Ysgol Y Rhos' EAL policy promotes; nurture-based approaches, emotional safety, predictable routines, trusted relationships.
Article 42	Awareness of rights	Pupils should be taught about their rights in ways they can understand. EAL pupils at Ysgol Y Rhos will know; they have the right to be safe, they have the right to education, they have the right to be listened to.

## Teacher responsible for pupils with EAL

The ALNCO at Ysgol Y Rhos has ultimate responsibility for pupils with EAL. Their responsibilities include:

- Coordinating the efficient timetabling of pupils with EAL.
- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Aiding staff in effective communication with stakeholders and finding translators where appropriate.
- Exploring various possibilities to ensure important information is shared with stakeholders.
- The induction of newly arrived pupils.
- Conducting initial assessments of pupils with EAL.
- Teaching pupils with EAL.
- Providing classroom support.
- Liaising with other teaching staff.
- Advising on strategies to support and include pupils with EAL.

- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for pupils with EAL.
- Encouraging and supporting pupils to maintain and develop their first language.
- Facilitating pupils' use of first language national examinations, when possible.
- Developing relationships between the school and stakeholders of pupils with EAL.
- Securing and providing training to ensure staff development, including INSET courses in conjunction with Headteacher.
- Acting as consultants to staff on language-related issues with support from the Headteacher
- Acting as consultants to staff on equal opportunity and race equality issues.

### **The role of school staff members**

All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject, and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

### **Support**

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. During the induction period, typically lasting six weeks but varying dependant on pupils' progress, pupils will still take part in PE, art, and maths classes.

In-class support and small group work is utilised as soon as the pupil can be successfully integrated into the classroom environment. The pupil will still spend time with their intervention teacher on a daily basis.

### **Inclusion**

Ysgol Y Rhos utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge.
- Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.

- The language development of pupils is the responsibility of the entire school community.
- All staff at Ysgol Y Rhos will work together to ensure optimal outcomes are achieved.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

### **Initial assessments**

Ysgol Y Rhos will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior. The assessment will be carried out using the form provided in [Appendix 1](#).

Initial assessments are carried out by the teacher responsible for pupils with EAL, and completed assessments are held on the pupil's profile. Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning. The pupil and the stakeholders of the pupil may view the assessment at any time.

Initial EAL induction will include a safeguarding check in line with Keeping Learners Safe in Education. The school recognises that some new arrivals to the school, (for example unaccompanied asylum seeking children) may present specific wellbeing or protection needs.

### **Classroom practice**

Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background, or English ability. Classroom activities will be matched to pupils' needs and abilities.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function and clarify meanings accordingly. Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.

- Good models provided by peers.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity. Assessment methods will allow pupils to show what they can do in all curriculum areas.

- Bilingual dictionaries are available to aid pupils with EAL.
- Dual language textbooks are available and used where possible.
- Visual supports are utilised where possible.
- Prior to any private tuition/one-to-one support, the pupil is informed of the purpose of the session and the objectives.

### **Access to the curriculum**

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available.
- For external qualifications, the school follows the JCQ Access Arrangements and Reasonable Adjustments guidance, including the permitted use of bilingual dictionaries and other arrangements where eligibility is met.

### **Working with stakeholders and carers**

Liaison with stakeholders is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put stakeholders at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to stakeholders is clear and straightforward, with a copy in their preferred language.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.

- Where necessary, ensure translations of school documents are carried out and provided to stakeholders of pupils with EAL.
- Encourage stakeholders to attend and participate in school functions.
- Encourage stakeholders to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

### Additional Learning Needs (ALN)

A child is not regarded to have ALN solely because their home language is different from the language in which they are taught at school. A proportion of pupils with EAL may have one or more types of ALN and it is imperative that this is identified at an early stage.

Assessments of ALN of pupils with EAL will involve EAL specialists along with ALN specialists. Where appropriate, the school will arrange an assessment in the child's first language. ALN support will be decided on an individual basis in the manner outlined within the school's ALN Policy. Ysgol Y Rhos will ensure that the stakeholders/carers/parents of a pupil with ALN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

### Monitoring progress

The monitoring of pupils' progress is shared between all school staff. Individual EAL profiles are updated following assessments and reviewed on a termly basis to identify and address problems. (or more frequently if required). Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability. EAL records (assessments, plans, reviews) are processed under UK GDPR/Data Protection Act 2018, stored securely, and shared on a need-to-know basis.

*This policy is reviewed every 3 years as a minimum. However, where there are changes to legislation/guidance or in response to recommendation from any significant incident, review of the policy will take place immediately.*

Policy Created By	Sam Thomas	06/01/2026
Policy Approved By	Catrin Jones	07/01/2026



## Appendix 1- First Language Assessment Form

<b>Pupil's name:</b>	<b>Language:</b>
<b>Assessed by:</b>	<b>Date:</b>

<b>Answer the following questions in relation to age related expectations:</b>	<b>Y/N</b>
<p>Is the pupil's social/linguistic behaviour age-appropriate?</p> <p><b>Notes:</b></p>	
<p>Does the pupil understand a range of questions, instructions, and a story, told in their first language?</p> <p><b>Notes:</b></p>	
<p>Is the pupil's speech clearly articulated?</p> <p><b>Notes:</b></p>	
<p>Is the pupil able to speak accurately at a social level?</p> <p><b>Notes:</b></p>	
<p>Is the pupil's vocabulary appropriate/sophisticated/limited?</p> <p><b>Notes:</b></p>	

<p>Does the pupil use correct grammatical structures?</p> <p><b>Notes:</b></p>	
<p>Can the pupil talk about the past, present and future using correct verbal forms?</p> <p><b>Notes:</b></p>	
<p>Do you have any concerns?</p> <p><b>Notes:</b></p>	
<p>Do you have any comments regarding the pupil's social interaction with you during the assessment?</p> <p><b>Notes:</b></p>	
<p>Can the pupil read and write in their first language?</p> <p><b>Notes:</b></p>	
<p>Can the pupil complete age-appropriate mathematics tasks with limited language context?</p> <p><b>Notes:</b></p>	



