

ALP NUNEATON

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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1. Rationale

At ALP Nuneaton, we recognise and celebrate the linguistic and cultural diversity of our learners. Many of our learners speak, or are exposed to, languages other than English, and we value the skills, experiences and perspectives this brings to our school community.

We are committed to ensuring that all learners, including those with English as an Additional Language (EAL), have equal access to a broad, balanced and ambitious curriculum. We aim to remove barriers to learning so that all learners can achieve their full potential, both academically and socially.

Our approach reflects our core values of **Attendance, Routine, Relationships, Respect, Trust and Teaching (ARRRTT)** and is underpinned by a trauma-informed, individualised model of support.

2. Definition of EAL

A learner is identified as having English as an Additional Language (EAL) if they are exposed to a language at home that is known or believed to be other than English.

EAL is not considered a special educational need. As outlined in the SEND Code of Practice 2015, “children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.”

Some learners may present with both EAL and SEND. Therefore, it is important to recognise that bilingualism itself is not a learning difficulty and should be viewed as a strength. In such cases, robust and ongoing assessment is essential to accurately distinguish between language acquisition needs and any underlying learning difficulties. This should include consideration of the learner’s proficiency in their first language, their stage of English language development, and their rate of progress over time, ensuring that appropriate and targeted support is provided.

At ALP Nuneaton, we adopt a holistic and evidence-informed approach, ensuring that learners are neither under-identified nor over-identified as having SEND due to language barriers. Assessment draws on a range of information, including teacher observation, standardised frameworks such as those provided by The Bell Foundation, and, where appropriate, external professional advice.

3. Aims

At ALP Nuneaton, we aim to:

- Ensure all learners with EAL can access the full curriculum
- Support learners to develop proficiency in spoken and written English
- Value and build upon learners’ home languages and cultural backgrounds
- Promote inclusion, equality and high expectations for all learners
- Ensure that EAL learners are accurately assessed and supported
- Remove barriers to participation, achievement and well-being

This policy aligns with the principles of the Equality Act 2010 and statutory safeguarding guidance outlined in Keeping Children Safe in Education.

4. Roles and Responsibilities

Headteacher

- Provides strategic oversight of EAL provision
- Ensures compliance with statutory duties and inclusive practice

Assistant Headteachers

- Monitor the quality of teaching and learning for EAL learners
- Ensure EAL is embedded within curriculum and assessment systems

EAL Coordinator (EALCo)

- Leads on assessment and identification of EAL learners
- Oversees the use of the Bell Foundation framework
- Develops and reviews EAL support plans
- Provides guidance and training to staff
- Monitors progress and reports to senior leaders
- Works with Speech and Language Therapist to assess communication

Teachers

- Deliver high-quality adaptive teaching to meet EAL needs
- Use appropriate scaffolding, modelling and vocabulary instruction
- Ensure lessons are accessible and inclusive

HLTs and LSAs

- Implement targeted strategies and support learners in accessing learning
- Promote language development through structured interaction and support

5. Teaching and Learning

We support learners with EAL through high-quality teaching strategies, including:

- Explicit teaching of vocabulary, including subject-specific and academic language
- Use of visual supports, modelling and scaffolding strategies
- Structured opportunities for speaking and listening to support language development
- Use of dual coding and adapted resources
- Encouraging learners to draw on their home language where appropriate
- Building on prior knowledge, experiences and cultural context

Teaching focuses on both **language acquisition and curriculum access**, ensuring learners can engage meaningfully in all subjects.

6. Curriculum Access

All learners at ALP Nuneaton follow a **bespoke curriculum** tailored to their individual needs.

Learners with EAL:

- Access the same curriculum as their peers
- Are supported through adaptive teaching rather than separate curricula
- Receive targeted support where necessary to develop English proficiency

We ensure that materials, tasks and expectations are appropriately differentiated to enable full participation.

7. Assessment and Monitoring

We use a structured approach to assessing and monitoring EAL learners:

- English language proficiency is assessed using frameworks from The Bell Foundation
- New-to-English learners are assessed on entry and reviewed termly
- Progress is tracked alongside whole-school systems (e.g. B Squared)
- EAL support plans are reviewed regularly and adapted as required
- Staff are aware of the “Silent Period” where new to English learners may go through a period of listening before speaking and staff support this using targeted support where necessary.

Senior leaders monitor the progress and provision of EAL learners as part of whole-school quality assurance processes.

8. SEND and EAL

At ALP Nuneaton, we recognise the importance of distinguishing between EAL and SEND.

- EAL learners are not automatically identified as having SEND
- Where EAL learners present with SEND, a holistic assessment approach is used
- Staff work collaboratively to ensure appropriate identification and provision

This approach aligns with the SEND Code of Practice (2015).

9. Safeguarding and Parental Engagement

We are committed to ensuring that all learners and families can access key information and support.

- Interpreters or translated materials are used where appropriate
- Parents/carers are supported to understand school systems, expectations and safeguarding processes
- Communication is adapted to ensure clarity and accessibility

This ensures all families can engage fully with the school and supports safeguarding practice.

10. Equality and Inclusion

We promote a culture of respect, inclusion and high expectations.

- All languages and cultures are valued and respected
- Discrimination or prejudice is not tolerated
- Learners are supported to develop confidence, identity and belonging

11. Monitoring and Review

This policy will be reviewed bi-annually by the Headteacher and senior leadership team.

The effectiveness of EAL provision will be evaluated through:

- Learner progress and outcomes
- Quality assurance activities
- Feedback from staff, learners and families

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