# **The Haven School**

# **EAL Policy**



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| **Approved by:** | Zoie Stevenson | **Date:** 06/06/25 |
| **Last reviewed on:** | 06/06/25 | |
| **Next review due by:** | 06/27 | |

# **1. Introduction**

This policy outlines the provision for students for whom English is an Additional Language (EAL) in our school. We recognize that multilingualism is an asset, and we are committed to ensuring that EAL learners have full access to the curriculum and are supported to reach their potential, taking into account their unique learning needs and the nature of their additional educational needs and/or disabilities (SEND).

### **2. Aims**

* To identify and support EAL learners effectively upon admission and throughout their school journey.
* To ensure EAL students are fully included in all aspects of school life.
* To ensure teaching is inclusive and supports both language acquisition and individual learning needs.
* To celebrate linguistic and cultural diversity within the school community.
* To provide targeted, appropriate interventions that account for both EAL and SEND requirements.

### **3. Definition**

An EAL learner is a student who has been exposed to a language other than English during early development and continues to be exposed to this language in the home or community. This may include:

* Newly arrived students with little or no English.
* Students who are fluent in multiple languages but have specific language or communication needs.
* Students with limited exposure to academic English.

### **4. Context of a Special School**

Given our school caters for students with SEMH and or Communication and interaction needs we recognize that EAL learners may face a dual barrier to learning: language and cognition. This policy takes into account:

* A holistic view of communication, including augmentative and alternative communication (AAC).
* The importance of home language(s) in supporting emotional wellbeing and identity.
* The need for multi-disciplinary collaboration (teachers, therapists, support staff, and families).

### **5. Identification and Assessment**

We will:

* Identify EAL learners on admission through home language questionnaires and baseline assessments.
* Use a combination of language proficiency descriptors
* Monitor progress in both English acquisition and overall academic development.
* Distinguish between EAL needs and SEND through careful diagnostic assessment and multi-agency input where needed.

### **6. Provision**

Provision for EAL learners includes:

* Adaptive teaching and materials that are culturally sensitive and accessible.
* Visual aids, symbols, signing where appropriate.
* Small group or 1:1 support focused on communication and English language development.
* Peer support and language-rich environments to foster language acquisition.
* Bilingual resources or use of home language, where possible, to support understanding.
* Staff CPD to enhance understanding of EAL within the context of SEND.

### **7. Curriculum Access**

All EAL students will have:

* Access to a broad and balanced curriculum with appropriate scaffolding.
* Individual Learning Plans and EHCPs that incorporate language development targets, where appropriate.
* Opportunities to use and celebrate their home languages within school life.
* Access to cultural and linguistic enrichment activities that build confidence and communication.

### **8. Parental and Community Involvement**

We recognise parents and carers as key partners and will:

* Provide translated documents and interpreter support where feasible.
* Engage families in reviews, planning, and cultural events.
* Respect linguistic and cultural identities.
* Encourage the use of home language to support learning and emotional development.

### **9. Roles and Responsibilities**

* **EAL Coordinator / Lead Teacher**: Oversees identification, provision, assessment, and staff training.
* **Class Teachers and Support Staff**: Implement inclusive practices and work closely with the EAL Lead to deliver targeted support.
* **Senior Leadership Team (SLT)**: Ensures whole-school implementation and monitors policy impact.
* **Multidisciplinary Team (e.g., SALT, EPs)**: Supports assessment and intervention planning.

### **10. Monitoring and Review**

* The policy will be reviewed every **two years** or in response to statutory guidance.
* Impact will be evaluated through student progress data, case studies, parental feedback, and lesson observations.

### **11. Linked Policies**

* SEND Policy
* Safeguarding and Child Protection Policy
* Equality and Diversity Policy
* Assessment Policy
* Curriculum Policy