



English as an Additional Language (EAL) Policy

Introduction

The term English as an Additional Language (EAL) is used when referring to students whose main language at home is a language other than English. At Ludgrove we are committed to providing a supportive environment to help pupils for whom English is an Additional Language (EAL) achieve their potential.

Aims and Objectives

The Ludgrove EAL policy provides a framework for the provision of teaching and support for EAL pupils. The aims of this policy are that:

- Pupils with EAL are identified, assessed, supported, monitored and reach their potential.
- Support is provided for the teachers to meet the learning needs of all pupils.
- Responsibilities held by all staff are implemented and maintained.
- All pupils have access to an inclusive curriculum regardless of ability, culture, ethnic background or religion.

Procedures. EAL Identification, Assessment and Review

- Students are assessed on entry. If there is an identified language need, they will be added to the EAL Register.
- Appropriate provision will be identified. Provision may include a mixture of English Language skills and/or support specific areas of the curriculum.
- Subject Teachers will be made aware of EAL students so that work can be appropriately differentiated or reasonable adjustments made.
- Additional support will be arranged and provided where necessary. If accelerated progress is required, then this may be at additional cost to the parents. In this instance, boys may be withdrawn from non-core lessons
- Progress is monitored both informally and formally by the subject teachers

Curriculum and Integration

- The school has a responsibility to ensure that all students have access to a broad and balanced curriculum and are integrated into all aspects of school life.
- All teachers participate in the teaching of English as well as in the teaching of their own subject area. They also have a responsibility to provide effective learning opportunities for all students. Teachers will therefore respond to individual pupil's needs by overcoming potential barriers to learning via differentiation and reasonable adjustments.

The SENCo is responsible for implementing and monitoring this policy.

Reviewed January 2025

SLT