Highams Park Academy Trust

Highams Park Academy Trust

English as an Additional Language (EAL) Policy

Date of Review	SLMT Lead	Trustee Approval
1 December 2022	Enuma Afulukwe and Katherine Taylor	1 December 2022
30 November 2023	Katherine Taylor	30 November 2023
28 November 2024	Katherine Taylor	28 November 2024
27 November 2025	Katherine Taylor	27 November 2027

Date of next review: November 2026

Highams Park Academy Trust

Mission Statement

It is our aim at Highams Park School to provide an environment for learning and wellbeing that is safe and inclusive of all students and enables excellent progress to be made across the curriculum. Additional languages are to be valued and celebrated with respect demonstrated for all cultural values and traditions. We aim for all students to identify themselves proudly as a student of Highams Park School whilst respecting and understanding diversity within our school community.

Statement of Aims and Commitment

Across the curriculum, students for whom English is an additional language must be taught how to use English as a listener, speaker, reader and writer as well as be taught the concepts of the subject. This goes from Word Level to Sentence Level, through to constructing paragraphs and extended writing. It must be understood that EAL students of more advanced English will also require support in developing accuracy and more sophisticated conceptual academic responses. Specific interventions at classroom and whole school level are required to meet the learning and wellbeing needs of students for whom English is an additional language. EAL students must be enabled to confidently understanding opportunities for Post-16 further study and learning development. They must receive support in making applications for Post-16 opportunities where this is required. Excellent wellbeing of EAL students must be supported through positive relationships with staff and peers and through access of the curriculum.

Context

The Government defines EAL learners as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

In Waltham Forest, 78% of residents aged three and over speak English as their main language. Nearly a quarter of the population (22%) don't speak English as their main language (60,000 in total). This is similar to the London average (22%), and considerably higher than across England as whole (9%).

https://www.walthamforest.gov.uk/health-and-wellbeing/population/languages (Updated September 2025)

At Highams Park school for the academic year 2025-26, the percentage of pupils who speak English as an additional language is 38.3%. This compares to a national figure of 19.2%. https://www.compare-school-performance.service.gov.uk/school/137558/highams-park-school/absence-and-pupil-population

The most spoken native languages of Highams Park School EAL students are Turkish (15% of EAL speakers), Urdu (8.6% of EAL speakers, Albanian and Romanian (both 5% of EAL speakers).

Highams Park Academy Trust

Key Principles for Second Language Acquisition

Including Subject Leaders, every teacher with classroom and pastoral responsibility for an EAL student is responsible for supporting their language acquisition, enabling them to thrive in the classroom, to achieve to their academic potential and to enjoy excellent personal wellbeing.

EAL students require whole school specific language support in order to increase their language proficiency and in order to achieve to their academic potential.

A bilingual dictionary and use of Google Translate (or equivalent) should be expected as standard equipment of lower language proficiency EAL students. Students are given a permission card to show to their teacher if confirmation of mobile phone use is requested by the teacher.

EAL students assessed as 'Developing Competence' and 'Competent' require focused strategies for increasing proficiency and attaining to their academic potential as well as those of lower proficiency.

Teacher/Parent meetings may need a telephone call to be made in advance to advise of the forthcoming meeting.

In Teacher/Parent meetings, it must be ensured that a translator will be available where necessary.

EAL students may talk in a language other than English in the classroom, as directed by the teacher, subject to all the usual expectations of talk for learning in the classroom.

EAL students may work and complete tasks in their exercise book in their first language.

EAL Teaching and Learning

- The EAL student should be seated in a place and next to a student with whom they will be supported socially and academically. The student who sits next to the EAL student might need some rotation in order to avoid peer support becoming burdensome or have a negative impact upon their own ability to concentrate and make excellent progress.
- Visual resources should be provided to support the contextual understanding of EAL students, particularly when introducing a topic.
- Key word lists, with definitions appropriate to the language level of the student, must be provided. These may be visual.
- Differentiated resources and tasks should be provided where required.
- Support through modelling, examples and micro-level teaching should be provided regarding vocabulary, semantics, grammar at word and sentence level and spellings.
- Print out information on powerpoints so that students have longer opportunity to read and decode the text rather than copying out.
- Set homework that is appropriate to the language needs of the EAL student.
- EAL students may talk in a language other than English in the classroom, as directed by the teacher, subject to all the usual expectations of talk for learning in the classroom.
- EAL students may work and complete tasks in their exercise book in their first language.
- Give students opportunity to pre-read and/or post-read texts in order to develop their understanding of vocabulary and concepts.
- Opportunities for students to interact in talk, particularly with their peers, is key to improving their use and understanding of English.

Highams Park Academy Trust

Useful in-class EAL strategies:

- Ranking activities
- Sorting and matching activities
- Cloze passages
- Dictogloss (not for those with very low proficiency) https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/dictogloss/
- Sentence starters
- Live Modelling and explaining the thought process of writing the answer
- Exemplar answers
- Simpler information on the topic – a lower level reading age
- Pre-reading. Give the student text to read in advance of the lesson
- Set post-reading with focused questions as homework tasks
- Use of a visualiser to share examples and enable students to talk about their approach to a task

https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/

Planning, monitoring and evaluation for EAL

Lesson planning must take into account the needs of EAL students. Through teacher book marking and subject book monitoring, understanding of the needs of the EAL student must be demonstrated and supported.

Curriculum planning should include activities and store resources for EAL learners within Schemes of Work.

What is good for EAL students is good for all. Teaching doesn't always need to include differentiated materials when opportunities are made for visuals, recapping, modelling, peer assessment, etc.

Special Educational Needs and Gifted and Talented Students

EAL Learners and SEND learners are not the same and have different needs. If an EAL Learner does have SEND needs, more specific intervention may be required, and more revisiting of learning and overlearning may be required.

Gifted and Talented EAL learners should be identified through EAL Language Assessment, CATS tests and any other information from prior education providers. A Gifted and Talented EAL Learner will need support to grasp concepts being taught and develop the language skills to respond to these concepts in increasingly academic language.

Assessment and Record Keeping

Following first interview with the school and CATs, selected EAL Learners will undertake an initial language assessment in the EAL Department. This assessment will determine any further intervention either in the EAL department or in class. Termly assessment will be made with Flash Academy, a digital programme for learning and assessment.

Subject teachers will be advised of the assessment via the Student Profile and be reminded of strategies to use to support students' learning of language and of concepts of their subject.

Resources

LSAs are responsible for supporting EHCP students. They may possibly be of some support to EAL students if in the same lesson as an EHCP student.

EAL learners should have a bilingual dictionary as part of their school equipment every day. This expectation must be monitored by the Form Tutor and Subject Staff.

Under the direction of the teacher, mobile phones may be used to translate.

Students speaking the same home language may be used to support the learning of EAL students. It is acceptable for other languages to be spoken in the classroom under the direction of the teacher.

Powerpoints should be printed so that EAL Learners may use their time to read, translate and understand rather than copying text from the board. Key words with definitions should also be printed. Visuals should be used as much as possible as print outs and on the classroom screen.

Peer support is organised by the EAL Coordinator. This may be classroom learning and social support. A Sixth Form student of the same language will be utilised, where possible, to support the emotional wellbeing and social skills of EAL Learners as well as providing academic support.

Heads of Department should be aware of the needs of EAL Learners in their subject, supporting subject staff and ensuring that resources are stored and shared centrally.

Parents/Carers and the wider community

At least once per term, the EAL Coordinator, Head of Year and Form Tutor will liaise for telephone communication to be made with parents of EAL students who are receiving intervention. The purpose of the call will be to inform of progress, student wellbeing, forthcoming events and advise regarding home learning.

Key Responsibilities and Staff Development

EAL Coordinator:

- To liaise with admin staff regarding the welcome and induction of EAL learners to the school
- To meet with new students on arrival to welcome, assess language proficiency and plan any interventions required outside of lessons. To advise subject staff of language proficiency and support required for learning and integration.
- To plan and resource intervention strategies for learning English outside the classroom, including directing and supporting the HLTA responsible for delivering additional intervention and classroom support of EAL students and modelling intervention
- To ensure EAL Learners who are beginners in English are subscribed to Flash Academy and their activity and progress is monitored

- To liaise with form tutor for a pastoral welcome and induction to be made
- To provide a student buddy, ideally of the same language, to accompany the EAL Coordinator or EAL teacher on a school tour and support friendship needs
- To plan and resource the assessment of language proficiency of EAL learners
- To monitor the progress of EAL learners across the curriculum
- To deliver staff CPD on teaching EAL students
- To liaise with subject staff regarding strategies for teaching and learning of EAL students
- To report to pastoral staff the progress of EAL Looked After Children
- Where possible, to provide a Sixth Form Mentor of the same language to support the EAL student socially and academically
- To organise an IT session for the EAL student whereby they become familiarised with Office 365 and Firefly. Ideally delivered by a speaker of the same language, student or staff.
- To coordinate whole school Refugee Week focused activities (June)
- To produce whole school displays which celebrate and inform regarding whole school cultural and linguistic diversity

EAL Teacher/HLTA

- To support EAL students' learning of English and curriculum concepts via in-class support and withdrawal from registration and/or lessons.
- To support the EAL Coordinator with assessment and review of EAL students' progress in language proficiency and across the curriculum.
- To liaise with subject staff regarding strategies for teaching and learning of EAL students
- To keep records of EAL interventions
- To support the EAL Coordinator with provision of staff CPD.
- To support the EAL Coordinator in planning whole school Refugee Week focused activities

Admission Admin Staff

- To provide a list of EAL students and any further information provided by the primary school to the EAL Coordinator.

With particular regard to enrolments after September of Year 7:

- To report new EAL admissions to EAL Coordinator
- To liaise welcome and induction with EAL Coordinator
- To place EAL learners in a form class and subject classes suitable for academic ability and in which there might be a learner with the same additional language.
- To provide a timetable, map of the school, uniform guide and understanding of how to buy food and drink from the canteen.

Form Tutor

- To welcome the student to the tutor group and link them to a buddy who might be of the same home language.
- To check that the EAL student is familiar with their timetable, uniform, the whereabouts of the toilets and where to eat.

- To check that daily school equipment is understood and being brought in by the EAL learner.
- To check that the EAL student has a suitable reading book. Liaise with school librarian if necessary.
- To be in contact with parents/carers after one or two weeks of school to provide feedback regarding the student's settling in.
- To provide classroom displays which support and celebrate cultural and linguistic diversity
- To check that the student has passwords for Office 365 and other homework sites and is familiar with the use of those programmes.
- To monitor the rewards and debts being received by the EAL student, checking that staff expectations of homework are appropriate.

The Subject Teacher

- Key word lists with definitions appropriate to the language level of the student must be provided. These may be visual.
- Differentiated resources and tasks should be provided where required.
- Support through modelling, examples and micro-level teaching should be provided regarding grammar at word and sentence level, vocabulary, semantics and spellings.
- Print out information on powerpoints so that students have longer opportunity to read and decode the text rather than copying out.
- Set homework that is appropriate to the language needs of the EAL student.
- Liaise with parent/carer regarding further support available through homework, learning websites, reading materials, etc.
- Monitor and assess the progress of EAL students and provide focused in-class intervention eg seating plan, directed questioning, modelling, marking and feedback in exercise book
- Report progress to parents via subject assessment, termly reports and Parents Evening
- Share EAL resources centrally within the department

Head of Department

- To understand the needs of EAL learners in your subject and support the classroom teacher with strategies and resources for EAL learners.
- To track and review the progress of EAL Learners in your subject.
- To ensure EAL resources are being stored centrally.
- To ensure departmental discussion of needs and strategies to support the academic progress of EAL learners.
- To observe the teaching and learning of EAL students
- To purchase texts to aid EAL learners' understanding of subject content and concepts

Head of Year

- To be involved in the welcome process to the EAL student and introduce him/herself.
- To liaise with the EAL Coordinator and Form Tutor to monitor EAL students' wellbeing, social skills and academic progress.
- To liaise with EAL Coordinator regarding GCSE Options

Highams Park
Academy Trust

Learning Support Assistant

- To provide out of class registration literacy support
- To provide in-class support where directed by the SENCo or Deputy SENCo.
- To monitor progress in language proficiency and keep records of interventions.
- To report academic progress, causes for praise and any concerns to the EAL Coordinator