



CASTLE COURT  
SCHOOL

# **EAL (English as an Additional Language) Policy**

**Reviewed: September 2025**

**Due for Review: September 2026**

**E Harmer (SENDSCO)**

## **ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (EAL)**

This policy is implemented in conjunction with the following documentation and school policies:

The SEND Code of Practice 2015

Keeping Children Safe in Education 2025

Children and Families Act of 2014

The Equality Act 2010

Curriculum Statement for Parents

Behaviour Policy

Admissions Policy

Learning Development and Special Educational Needs and Disability (SEND) Policy

The Early Years Foundation Stage (EYFS) statutory framework for children aged 0 to 5 years

### **1. INTRODUCTION**

1.1 The School Vision statement speaks of:

‘Providing an excellent, rounded education for every child, developing confidence, ability and intellect within a caring Christian environment.’

1.2 It stresses the importance of:

- Understanding the child’s perspective and responding to individual needs
- Providing care, encouragement and support on an individual basis
- Building a secure, positive community in which everyone is valued and appreciated
- Developing an awareness of the needs of the wider world

1.3 It is recognised that pupils come from a variety of backgrounds and each has a valuable contribution to make to the school community. The home language and background of all pupils are valued and respected.

1.4 Castle Court School Policy for English as an Additional Language applies to all children in the school, including those in the Early Years Foundation Stage.

1.5 Castle Court School Policy for English as an Additional Language is available for parents on the school website and from the school office.

### **2. AIMS**

2.1 Castle Court School is committed to providing appropriate teaching and resources for pupils for whom English is an additional language. Members of staff continually strive to raise the achievements of all pupils, including those for whom English is an additional language.

Displays and resources reflect linguistic and cultural diversity wherever possible. The main aims of this Policy are to set out the strategies used to help those pupils who know little English, or who are in the process of learning English when they enter the school, to be able to:

- Use English effectively and clearly for a range of audiences and purposes
- Use English as a means of learning across the curriculum
- Access all aspects of the curriculum

- Raise their standard of achievement in all school subjects
- Participate in all aspects of the life of the school (including sport, music, drama and extra-curricular activities)
- Have their cultural background acknowledged and respected by all pupils and staff

## 2.2 Castle Court recognises the benefits that EAL learners bring to a school:

- Enable pupils to share another global perspective in the classroom
- Raise awareness and answer questions from a highly personalised perspective
- Bring an interesting dimension to learning
- Celebrate diversity
- Neutral understanding of difference
- Change dimension and dynamics of class
- Involve family members in school learning creating a community atmosphere
- Deal with and challenge ignorance, stereotypes, prejudices and racism
- Share personal educational experiences, opening schools, classrooms, teachers and pupils to other ways of learning in other countries
- Allow schools to set up links to other schools in other parts of the world and use EAL learners as the advocators for this learning experience
- Change the way a teacher may teach a lesson which could benefit other pupils as well as EAL learners, e.g. use of visuals / Power Point / simpler worksheets

## 2.3 The school will be proactive in:

- Encouraging EAL learners to build friendships with other pupils, as soon as they join the school community.
- Making parents and EAL learners aware of the school routine, attendance, behaviour policies etc., and respect that these may well be very different to the educational routines that they have been used to
- Using visuals as much as possible when teaching
- Ensuring EAL learners and parents are aware of after-school clubs and activities. Perhaps use this as a means of helping EAL learners to make friends and express their strengths and interests in various activities
- Showing an awareness of any other language an EAL learner may speak outside school and the country and culture they may come from. Within time constraints, create opportunities to introduce their mother tongue to whole class teaching, e.g: through songs, poems, etc.
- Taking some time to get to know the EAL learner and make early contact with their parents

- Encouraging newly arrived EAL learners to work with other pupils in class and ask them to contribute during whole class learning. Try to be inclusive in this way from the earliest possible stage, even if the input you are asking for is very simple
- Allocating time to educate the rest of the class about EAL learners, perhaps a 10-minute presentation or a whole lesson. Ask pupils to 'show and tell' about other countries – foods eaten, cultural highlights, etc. This not only educates the class about the EAL learner, it also provides global learning and gives the pupil a sense of pride and confidence in their language and culture
- Including EAL learners in day-to-day class activities alongside providing differentiation in materials
- Giving EAL learners responsibilities at an early stage

2.4 Ensuring that any EAL child, who is struggling to progress within the classroom environment, is given the opportunity to receive additional intervention to enable them to make good progress.

### **3. OBJECTIVES**

3.1 Pupils for whom English is an additional language can heighten awareness of other countries, cultures, religions and languages. Such pupils also help other children in the school realise the need to speak different languages in order to communicate. Furthermore, their presence helps to develop such aspects of CAVE as the awareness of others and their needs.

3.2 Members of staff recognise that English should not replace the home language. English will be learned in addition to the language skills already learned and being developed within the language community at home. Teaching children for whom English is an additional language is based on the following key principles:

- Language is central to our identity
- Many concepts and skills depend on and benefit from a well-developed home language
- Literacy in a home language enhances subsequent acquisition of EAL
- Effective use of language is crucial to the teaching and learning of every subject
- Language develops best when used in purposeful contexts cross the curriculum
- The needs of EAL learners are best met by careful, targeted curriculum and lesson planning
- All languages, dialects, accents and cultures are equally valued

#### **4. TEACHING AND LEARNING**

4.1 At Castle Court School, all our children follow the curriculum for their year group or for the Early Years Foundation Stage. Children with English as an additional language do not produce separate work. As part of their planning, teachers:

- Set clear learning objectives
- Identify the language and vocabulary demands of the lesson
- Take account of the linguistic, cultural and religious backgrounds of the children
- Plan differentiated opportunities matched to the individual needs of EAL pupils
- Identify appropriate materials and resources to enable all pupils to participate in lessons
- Use visual support for lessons including posters, pictures, photographs, artefacts and demonstration where appropriate
- Identify opportunities for collaborative activities that involve purposeful talk, and encourage and support active participation where appropriate
- Identify opportunities to focus on the cultural knowledge explicit or implicit in texts
- Identify opportunities for pupils to access ICT to facilitate and reinforce learning

4.2 Spoken and written language is developed by:

- Providing a range of opportunities for children to engage in speaking and listening activities in English with their peers and with adults
- Ensuring that vocabulary work covers the meanings of technical words and common key words, metaphors and idioms
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Ensuring that talking is used to support writing when appropriate
- Using drama and role play to support learning when appropriate
- Providing a variety of writing in other languages as well as in English
- Providing a range of reading materials that highlight the different ways in which English is used
- Encouraging children to transfer their knowledge, skills and understanding of one language to another
- Building on children's experiences of language at home and in the wider community, so that their developing use of English, and other languages, support one another
- Using repetition and alternative phrasing to support language Development.
- Modelling the different uses of language
- Providing positive feedback and reinforcement of accurate usage of the language
- Using different contexts such as assemblies, activities and form for the development of pupils' language

4.3 Members of staff recognise that children will usually understand more than they can articulate and that it is important that children do not feel under pressure to speak until

they feel confident. However, adults continue to talk to children with the expectation that they will respond. Children's non-verbal communications are responded to positively and the children's peers are encouraged to respond similarly. This is particularly relevant to the children in the EYFS.

- 4.4 Lists of children who speak languages other than English at home and children for whom English is an Additional Language is maintained for Prep, Pre-Prep and Badgers by the Head of Learning Development and the Head of Pre-Prep and Nursery respectively. These lists are updated as and when necessary.

## **5. EARLY YEARS FOUNDATION STAGE**

- 5.1 Children in Reception, Badgers / Badger Cubs are in the EYFS. All staff in the EYFS work closely with parents to share information about all aspects of children's development, including their linguistic needs. Information about the home language(s) and the cultural and religious background of the child is sought before he or she is admitted to the school. Information about dietary requirements is also ascertained.
- 5.2 Play and learning resources are provided to reflect the children's cultural and linguistic identities positively. These include books in other languages, books about different cultures, jigsaws and role-play equipment such as food items, cooking utensils and dolls. The children can learn about festivals such as Chinese New Year and Diwali. They are encouraged to bring artefacts from home linked to these celebrations. Activities are organised to promote home-school links and give insights into the children's backgrounds.
- 5.3 Activities are planned to extend the children's understanding of their own backgrounds. These might include topics on babies and families, food and clothing, celebrations and festivals. Artefacts and books are used as well as resources brought by the children.
- 5.4 Language development is further enhanced using stories and rhymes. A variety of resources are used for storytelling, including books and puppets. Members of staff aim to ensure that positive images of diverse cultures are presented, and that negative stereotyping is avoided. Musical activities are used on a regular basis to promote language development.

- 5.5 Home-made books containing evidence of group or class activities are sometimes compiled for the children.
- 5.6 Observations and assessments are fundamental to good practice in the EYFS. All members of staff in the EYFS reflect on the activities provided each week to ensure that each individual child is progressing and that the next steps in his or her learning and development are appropriately planned.

## **6. SPECIAL EDUCATIONAL NEEDS**

- 6.1 Many children for whom English is an additional language do not have a Special Educational Need. However, should such a need be identified, the child has equal access to the school's SEND provision.

## **7. ASSESSMENT**

- 7.1 All pupils at Castle Court School are assessed regularly to ensure that they are progressing. Members of staff ensure that assessments are accessible to all pupils, including those for whom English is an additional language. Staff members aim to ensure that assessment materials are not culturally biased.
- 7.2 The teachers are responsible for monitoring the progress of all the pupils they teach, and for ensuring that children for whom English is an additional language are not disadvantaged. The Head of Learning Development and the Head of Pre-Prep oversee the monitoring and tracking of pupils' progress at the school in liaison with the Head of Teaching and Learning, Heads of Department and other Section Leaders.

## **8. PARENT PARTNERSHIPS**

- 8.1 At Castle Court School, members of staff strive to encourage parental involvement by:
- Using plain English in communications with parents
  - Identifying the linguistic, cultural and religious backgrounds of pupils and establishing contact with the wider community where possible
  - Recognising and encouraging use of the first language
  - Helping parents understand how they can support their children at home, especially by continuing the development of their first language
  - Providing additional time at parents evening to ensure a bespoke session with an interpreter if required



## **9. POLICY MONITORING AND REVIEW**

- 9.1 This policy is reviewed, approved and monitored by the Governors' Education Committee. It is reviewed every September and presented to the Governors' Education Committee meeting in the Autumn Term.