



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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Signed:

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Chair of Governors

Signed:

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Principal

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Introduction

The term English as an Additional Language (EAL) is used to refer to pupils who are exposed to a language at home that is known or believed to be other than English.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Equality Act 2010, which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Whole School Ethos

At Goldington Academy, we recognise that cultural and linguistic diversity is a rich resource for the whole school. Approximately a quarter of our students use English as an Additional Language, and over 40 languages are spoken by our EAL community. We believe that all children, including those identified as having EAL, should be equally valued, fully included in all aspects of school life and enabled to access a broad and balanced curriculum.

The school is committed to creating a safe, supportive and inclusive culture for pupils who use English as an Additional Language. We do so by using the following approaches:

- Providing translated materials where possible, including key school information for parents
- Celebrating multilingualism as a strength and showcasing the languages and cultures represented in the school community
- Encouraging EAL pupils to use home languages for thinking and planning
- Including multilingual resources in the school library
- Maintaining pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages
- Understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue
- Understanding that the language development of all students is the responsibility of all staff (teachers, learning support staff, etc.) through modelling of language as well as quality first teaching approaches
- Equipping teachers and learning support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- Identifying needs as they arise and providing teaching and learning contexts which enable every child to achieve to their full potential
- Implementing academy-wide strategies to ensure that EAL pupils are supported in accessing the curriculum, developing their English language skills and fulfilling their full potential
- Monitoring pupils' progress systematically and using the data to inform classroom management, curriculum planning and the setting of targets

Admission Arrangements

No pupil will be refused admission to school on the basis of their EAL need. In line with the Equality Act, we will not discriminate against children who use English as an Additional Language and we will take all reasonable steps to provide effective educational provision.

Responsibilities of the EAL Co-ordinator

- To assess the English language proficiency of new and existing EAL pupils and identify learners who may need additional language support
- To support newly arrived EAL pupils transition into school life by means of a structured induction process (please see below)
- To collate and distribute a whole school EAL register for staff
- To build positive relationships with parents and carers of EAL pupils
- To track the language development and academic progress of EAL pupils and use assessment data to coordinate targeted interventions (e.g. Sounds write, guided reading) and additional support programmes
- To maintain accurate records and reports on EAL provision
- To help staff understand the stages of English language acquisition and support them by recommending effective teaching strategies and resources for EAL pupils
- To promote inclusive classroom practices that support language development and share best practice for supporting multilingual learners
- To coordinate the use of bilingual resources (such as dictionaries) and technology, where appropriate
- To liaise with external agencies, local authority EAL services, and community organisations for advice on strategies, equipment and staff training
- To monitor whole-school EAL provision by means of lesson observations, learning walks, staff meetings, meetings with LSAs, analysis and discussion of data, monitoring of exercise books and pupil interviews
- To create pupil passports for those EAL students in the early stages of English language acquisition and ensure that these include strategies that staff can use in lessons to support the pupil
- To attend cluster meetings with other EAL Co-ordinators from local schools in order to share best practice

Identification of EAL pupils

EAL pupils are usually identified during transition from their primary school to Goldington Academy. The EAL Co-ordinator will liaise with the data team in the Summer Term (prior to transition day) to identify EAL pupils who will be joining the school the following academic year.

Where necessary, the EAL Co-ordinator will liaise with primary school staff (including the EAL Co-ordinator, SENDCo, parents, and any outside agencies involved with the student) in order to discuss any specific issues and ensure an effective transition for EAL pupils.

Where information has not been provided by a primary school, but a pupil appears to have a language need, academy data will be used as early as possible to identify a potential language need. This includes screening tests, new arrivals data, CATs tests, curriculum assessments and Strength and Difficulties (SDQs) questionnaires to assess students' social, emotional and mental health concerns.

Responsibilities of classroom teachers and form tutors

The first course of EAL provision is through a quality first teaching approach. The following are examples of strategies teachers may use to support EAL pupils in lessons:

- Providing good models of English communication and academic vocabulary
- Using visual aids, demonstrations and practical examples where possible
- Scaffolding through sentence starters, word banks and writing frames
- Providing opportunities in lessons for collaborative learning and discussion with peers, so that EAL pupils hear good models of English communication
- Checking understanding frequently by means of whole-school strategies (e.g. mini whiteboards, questioning, cold-calling, think-pair-share)
- Breaking down tasks into manageable chunks
- Using repetition and reinforcement of key concepts and vocabulary
- Encouraging families to support learning both in English and in the child's first language
- Allowing pupils to use their mother tongue to explore concepts when appropriate
- Having high expectations and expecting pupils to participate in all classroom activities/tasks
- Recognising that an EAL pupil may have strong subject knowledge even if their English is still developing
- Recognising that EAL pupils may need more time to process answers and to complete extended work
- Monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- Giving newly arrived pupils time to absorb English, bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- Signposting EAL pupils towards enrichment and extracurricular activities

Induction process for newly arrived EAL pupils

The induction process for newly arrived EAL pupils will include the following steps. Please note that some steps may be superseded depending on a student's ability and needs:

- Meeting with parent and student prior to start at the Academy
- Completion of new intake EAL application form by parent
- Day 1 & 2: shadowing of buddy from form group
- Dictionary/laptop issued to student
- EAL Support Booklet issued and to be used in lessons during Week 1-2 (as appropriate)
- Day 3: NASSEA assessment undertaken by EAL coordinator
- Audit of student proficiency & needs undertaken through staff round robin
- Day 4: EAL Intervention begins (dependent on proficiency & needs)

Following the induction process, the English proficiency level of the pupil will be determined. The school follows The Bell Foundation's EAL Assessment Framework, which categorises English language proficiency into five bands (A to E).

Band A - New to English:	Learners at this stage are typically in their first two years of learning English. They require considerable support to access the curriculum and focus on effective communication and building confidence rather than accuracy.
Band B - Early Acquisition:	These learners are still in the early stages of learning English and need significant support to engage with the curriculum.

	They are beginning to use English in more structured ways but still rely heavily on support.
Band C - Developing Competence:	Learners in this band have typically been learning English for two to five years. They are developing their language skills and can participate more independently in classroom activities, although they may still need support.
Band D - Competent:	At this level, learners can use English effectively in a range of contexts. They are becoming more independent in their learning and can engage with the curriculum with less support.
Band E - Fluent:	Learners at this stage are fluent in English and can participate fully in the curriculum without additional language support. They have a strong command of the language and can engage in complex discussions.

Students identified as being in bands A or B following the induction process will be supported by means of the following strategies:

- Form time interventions focusing on language acquisition
- Induction classes for complete beginners in English and students who are new arrivals to the country
- As necessary, 2-week withdrawal from selected lessons to allow for fast-track interventions
- Interventions to focus on esteem boosts, social conventions, cultural capital and integration, reading, writing, speaking and listening through Soundwrite, Learning Village, or other literacy material
- The provision of in-class support and intervention work individually or in small groups where appropriate

Those identified as being in bands C will benefit from the following strategies:

- Form time interventions focusing on language acquisition
- Literacy interventions to support language development
- The provision of in-class support and intervention work individually or in small groups where appropriate

Access arrangements

Where appropriate, EAL students may be awarded access arrangements for tests, examinations, and assessments. This may be in the form of bilingual dictionaries, extra time, etc. as per the Joint Council for Qualifications (JCQ) criteria. The awarding of these access arrangements is based on assessment of the student and in line with the criteria as stipulated in the JCQ Access Arrangements and Reasonable Adjustments document (see below) and will form part of the normal working arrangements of the student in classroom practice and mock tests and examinations. The most up-to-date rulings for access arrangements for GCSE must be consulted, in addition to this policy, as changes may be implemented by JCQ after ratification of this policy.

As per the criteria stated in the JCQ Access Arrangements and Reasonable Adjustments document, “the EAL Co-ordinator or the SENDCo must determine the needs of the individual candidate. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. Very few bilingual translation dictionary users will need to have 25% extra time”.

In subjects where a bilingual dictionary is not permitted, 25% extra time will still be available. Extra time must only be awarded by the EAL Co-ordinator or the SENDCo where all of the following exist:

- the candidate's first language is not English, Irish or Welsh;
- the candidate entered the United Kingdom within three years of the examination(s), is new to learning in English and does not have sufficient prior and current knowledge of academic English. The candidate may have been assessed on arrival as being new to English (Band A on the DfE scales) or in the early acquisition stages of language development (Band B on the DfE scales);
- English is not one of the languages spoken in the family home;
- prior to their arrival in the United Kingdom the candidate was not:
 - educated in an international school where some or the entire curriculum was delivered in English;
 - prepared for or entered for IGCSE qualifications where the question papers were set in English;
 - prepared in English for other qualifications, e.g., IELTS qualifications, Preliminary English Tests;
- the candidate has to refer to the bilingual translation dictionary so often that examination time is used for this purpose, delaying the answering of questions
- the provision of 25% extra time reflects the candidate's normal way of working with the dictionary.

Partnership with Parents/Carers

The Academy aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed about their child's progress and any decision-making process about EAL provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Providing all information in an accessible way
- Encouraging parents and carers to inform the form tutor, subject teacher, Head of Year or SEND team (as appropriate) of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the Academy will listen and act appropriately
- Focusing on their child's strengths as well as areas of additional need
- Agreeing targets for their child
- Signposting parents to the Bedford Borough Local Offer

Links to other school policies:

- Attendance Policy
- Assessment Policy
- Exams Policy (Access Arrangements)
- Homework Policy
- Equality Policy
- Pastoral Care and Guidance
- Behaviour Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Subject Policy documents