



English as an Additional Language Policy

This policy is reviewed every 3 years to ensure compliance with current regulations.

Approved/reviewed by	
The Governing Body	
Date adopted:	March 2017
Reviewed	September 2025
Date of next review	September 2028

Introduction

This policy is concerned with bilingual learners who have a home language other than English and who study at Edith Kay School (EK).

Context

Whilst being clear that English as an additional language (EAL) is not a type of SEN (special educational need) or a 'learning difficulty', Edith Kay School acknowledges that learners with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Bilingual or multilingual EAL learners at EK come from a range of backgrounds, including from bilingual or multilingual backgrounds whose home language is not English.

Bilingual or multilingual EAL learners at EK may need to develop skills in both their home language and English.

Objectives

All bilingual/multilingual EAL learners at EK are entitled to the full range of the school curriculum.

EK aims to achieve the following objectives for bilingual/multilingual EAL learners:

1. To ensure that EAL learners participate in all activities appropriate to their age and development
2. To ensure that the curriculum needs of EAL learners are provided for through the admissions procedure
3. To support EAL learners in their acquisition of English language skills across the curriculum
4. To monitor the progress of and support EAL learners
5. To ensure that appropriate action is taken where required for EAL learners who are taking public examinations at EK.
6. To encourage teaching staff, where appropriate, to develop resources and teaching materials to enhance the linguistic skills and conceptual understanding of EAL learners, for example by providing glossaries of technical terms being used in the subject, or by providing suitably differentiated learning activities.
7. To carry out regular assessments with the aim of identifying learner needs, ascertaining progress and defining/ reviewing the level and type of support that should be provided.
8. Ensuring that every teacher is aware that they have responsibility for the language developed by an EAL learner.

Conclusion

At EK it is acknowledged that the progress of bilingual EAL learners is significantly influenced by the school ethos and by teacher attitudes and expectations. EK welcomes bilingual EAL learners and through the mutual cooperation of the learners, their teachers and their parents, aims to ensure that their educational experience is positive and rewarding.

Roles and responsibilities in relation to this policy area as follows:

Proprietor: Dayo Adeagbo

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