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Windrush Valley School

Policy Documents Annual Review Record

Citation	This document shall be cited as: English as Additional Language [EAL] Policy and linked to the following policies: Curriculum Policy SEND Policy Equal Opportunities [including everyone] Policy Assessment Policy
Person responsible	Headteacher
Comments to	Headteacher
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Person reviewing/updating	Headteacher
Source/author	Amanda Douglas
Implementation	Immediate and on-going
Approved by	Rhonda Higgs 12.03.2026

English as an Additional Language [EAL] Policy

Policy Aims

Windrush Valley School provides a welcoming environment in which pupils feel they can confidently participate and contribute during their time in the school. The School aims to:

- Integrate the pupil as quickly as possible with their peer group both pastorally, socially and academically.
- Encourage each pupil to fulfil their potential.
- Prepare the pupil for the demands of the School's broad curriculum and co-curricular activities.
- Provide a sympathetic learning environment.

We aim to ensure that the School's commitment to Equal Opportunities is met, to identify and to respond to the needs of pupils in order to secure their full access to the curriculum. For all EAL pupils, opportunities are given to allow them to develop and use their home language in play and learning, and to ensure that they also have sufficient opportunities to learn and reach a good standard of English. This policy applies to all EAL pupils, including those in the EYFS.

Policy Procedures

Staff will follow these steps to help integrate the pupil into School life:

- Find out about the pupil's country of origin.
- Speak their name regularly and positively.
- Smile at and with the pupil for reassurance.
- Include them in the daily life and routines of the classroom without pressure to participate.
- Allow the pupil time and space to observe what is happening and give importance to listening.
- Try to reinforce simple, consistently worded commands visually [through mime, demonstration or pictures].
- Use key phrases in the home language.
- Ensure that effective models of spoken and written language are in use.
- Provide enhanced opportunities for speaking and listening.
- Welcome the parents to share activities with their child.
- Within EYFS, choose themes to help the child settle in; such as 'Home', 'Journeys' and 'Myself' which all provide opportunities to involve the pupil and to draw on their lived experiences.

- Use resources to reflect the pupil's background eg maps, cooking or books.

As well as activities which will develop a good standard in English language, sufficient opportunities will be planned by the teacher to ensure the pupil can use their home language in play and learning.

It is expected that the pupil will, at first, be unresponsive and that it will take time before they feel confident enough to make oral responses.

Inclusion Statement

As part of our development as a more inclusive school, Windrush Valley will:

- Set appropriate learning challenges.
- Respond to the diverse learning needs of all pupils.
- Provide reasonable adjustments to help remove potential barriers to learning.

Objectives

- To provide adequate assessment procedures to assess the pupil's personal requirements.
- To provide specialist teaching where necessary.
- To liaise with parents and external agencies, when necessary.
- To monitor progress.
- To identify the pupil's strengths and weaknesses.

Action

After initial assessment, the School will follow the Graduated Approach of Assess, Plan, Do, Review. This support will be provided by the SENCo, following the process detailed in the SEND Policy, who will work with the class teacher and nominated teaching assistant.

Learning Support

The School will avoid withdrawing the pupil from their usual timetabled lessons until they move to Phase 3 as detailed in our SEND Policy. In class support will be given as appropriate following the Graduated Approach through Phases 1 and 2.

Classroom Resources

All tasks EAL pupils are asked to do are properly adjusted to recognise and meet their needs in English. The following criteria are followed when selecting resources to support those needs:

- They should relate to a pupil's lived experiences.
- They should always provide positive images.
- They should value cultural diversity.
- They should contain repetition language.
- They should encourage participation.

- They should provide interest and challenge.

EAL pupils are included on the School's SEND register under the relevant Phase. Their progress is monitored by the class teacher with support from the SENCo, as detailed in the SEND and Assessment policies.

Amanda Douglas
Headteacher
February 2026