Physis Academy

English as an Additional Language (EAL) Policy

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1. Legislation and guidance

Schools in the UK have a statutory obligation under the Equality Act (2010) to promote equality of opportunity for students whatever their race, religion or belief as well as other protected characteristics. EAL Policy 2025

At Physis Academy, we are committed to ensuring our EAL provision actively promotes equality across all nine protected characteristics: race, religion or belief, disability, age, sex, gender reassignment, sexual orientation, pregnancy and maternity, and marriage and civil partnership (for staff).

The DfE expect that effective teaching and learning for students with English as an Additional Language (EAL) happens through the National Curriculum:

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects. EAL Policy 2025

The Teachers' Standards (2012) state that it is the responsibility of all teachers, whatever their subject, to "adapt their teaching to the strengths and needs of all".

Standard 5 states that teachers should:

...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. EAL Policy 2025

This policy also takes account of our duties under the Equality Act 2010 to make reasonable adjustments for students with disabilities and to eliminate discrimination, harassment and victimisation.

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2. Definition

In defining English as an Additional Language (EAL) we use the following definition from the DfE:

A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include

English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English. EAL Policy 2025

Important distinctions

EAL is not a special educational need. However, we recognise that:

- Some EAL students may also have special educational needs or disabilities (SEND)
- Language barriers can sometimes mask underlying learning difficulties
- Students may require different types of support depending on their individual circumstances

EAL proficiency varies significantly. Students with EAL may:

- Be completely new to English
- Have some conversational English but struggle with academic language
- Be fluent in social English but need support with complex curriculum content
- Be fully bilingual or multilingual with age-appropriate competence in English

We recognise that developing fluency in an additional language takes time, typically 5-7 years for academic proficiency, and we provide ongoing support throughout this journey.

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3. Aims

- To give all students the opportunity to overcome any barrier to learning
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school
- To implement school-wide strategies to ensure that EAL students are supported in accessing the full curriculum
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To identify and make maximum use of opportunities for modelling fluent English and encouraging students to practice and extend their use of English
- To encourage parent/carer support in improving their child or young person's attainment EAL Policy 2025

Additionally, we aim to:

- Ensure that assessment accurately identifies EAL needs and distinguishes these from SEND where appropriate
- Promote anti-racist practice and celebrate linguistic and cultural diversity throughout our school community
- Monitor outcomes for EAL students by protected characteristics to identify and address any differential impacts
- Provide appropriate support for students with both EAL and SEND needs
- Engage effectively with parents and carers, including those with limited English proficiency
- Ensure all curriculum materials and resources represent diverse identities and are culturally sensitive

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4. Roles and responsibilities

The EAL Lead (SENDCo)

At Physis Academy, the SENDCo acts the EAL Lead and is responsible for:

- Obtaining, collating and distributing information on new students with EAL to members of staff as appropriate.
- Overseeing initial assessment of students' standard of English.
- Being able to assess the skills and needs of students with EAL and to give appropriate provision throughout the school.
- Giving guidance and support in using assessment to set targets and plan appropriate work.
- Equipping teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.
- Monitoring standards of teaching and learning of students with EAL.
- Reporting to the Headteacher on the effectiveness of teaching and learning and the progress of students with EAL.
- Monitoring progress and identifying learning difficulties that may be masked by EAL. EAL Policy 2025

The EAL Lead is also responsible for:

- Coordinating assessment to distinguish between EAL needs and SEND, liaising with external specialists where necessary

- Maintaining and analysing data on EAL student outcomes, disaggregated by protected characteristics (gender, ethnicity, SEND status, etc.)
- Ensuring equitable allocation of EAL resources across the school
- Leading staff training on EAL pedagogy, cultural competency and unconscious bias
- Coordinating communication with parents/carers who have limited English proficiency
- Reviewing curriculum materials and resources to ensure they represent diverse identities and are culturally sensitive
- Conducting annual Equality Impact Assessments of EAL provision
- Consulting with EAL students and their families as part of policy review processes

All teachers

All teachers are responsible for:

- Being knowledgeable about students' abilities and needs in English and other subjects.
- Using this knowledge effectively in curriculum planning, classroom teaching and use of resources.
- Alerting the EAL Lead of any EAL concerns they may have.
- Monitoring students' progress and using data in decisions about classroom management and curriculum planning.
- Maintaining students' self-esteem and confidence by acknowledge and giving status to their skills in their own languages. EAL Policy 2025

All teachers are also responsible for:

- Differentiating work appropriately for EAL students and documenting this in planning
- Alerting the EAL Lead if they suspect a student may have both EAL and SEND needs
- Selecting curriculum materials that represent diverse identities (including different genders, sexual orientations, family structures, religions and cultures)
- Being sensitive to cultural and religious considerations that may affect students' engagement with certain topics

- Attending EAL training and applying strategies consistently in their teaching
- Communicating effectively with parents/carers, using translation services where appropriate

The Headteacher

The Headteacher is responsible for:

- Ensuring adequate resources (staffing, materials, training) are allocated to EAL provision
- Reporting on EAL outcomes to the Governing Body, including equality impact data
- Ensuring the policy is implemented consistently across the school
- Supporting the EAL Lead in their role

The Governing Body

The Governing Body is responsible for:

- Approving the EAL policy and monitoring its implementation
- Reviewing annual reports on EAL provision, including equality impact data
- Ensuring the school meets its statutory duties under the Equality Act 2010
- Setting specific equality objectives related to EAL provision where appropriate

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5. Identification and assessment

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each student. The following methods may be used to inform identification and assessment:

- Information for the student's admission documents
- Information from the transition planning meeting with parents/carers and other stakeholders
- Information from the student's previous education setting
- Information from EAL Lead and teacher assessment that is categorised using a 5-point proficiency scale and NASSEA steps. EAL Policy 2025

Initial assessment

When a student with EAL joins Physis Academy, we will:

1. **Gather background information**, including:
    - Home language(s) and language(s) of instruction in previous settings
    - Length of time in the UK and previous educational experience
    - Literacy skills in home language(s)
    - Any interruptions to education
    - Cultural and religious background (where relevant to provision)
    - Any known SEND or medical needs
2. **Conduct language proficiency assessment** using our 5-point proficiency scale (see below)
3. **Assess prior learning** across the curriculum to understand the student's academic strengths
4. **Consider age-appropriate expectations** and adjust provision accordingly
5. **Identify any potential SEND** using the guidance in Section 7

5-point proficiency scale

Level	Description	Level of support
1 New to English	The student may… • Use their first language for learning and other purposes. • Remain completely silent in the classroom. • Be copying/repeating some words or phrases. • Understand some everyday expressions in English but may have minimal or no literacy in English.	Needs a considerable amount of EAL support
2 Early Acquisition	The student may… • Follow day-to-day social communication in English and participate in learning activities with support. • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative accounts with visual support. • Have developed some skills in reading	Still needs a significant amount of EAL support to access the curriculum.

Level	Description	Level of support
	and writing. • Have become familiar with some subject specific vocabulary.	
3 Developing Competence	The student may… • Participate in learning activities with increasing independence. • Be able to express their self orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English • Literacy will require ongoing support, particularly for understanding text and writing.	Requires ongoing EAL support to access the curriculum fully.
4 Competent	• Oral English is developing well, enabling successful engagement in activities and across the curriculum. • Can read and understand a wide variety of texts. • Written English may lack complexity and contain occasional evidence of errors in structure. • Needs support to access subtle nuances of meaning, to refine English usage and to develop abstract vocabulary.	Needs some/occasional EAL support to access complex curriculum materials and tasks
5 Fluent	• Can operate across the curriculum to a level of competence equivalent to a student who uses English as a first language.	No EAL support required

Ongoing assessment

We will:

- Review EAL proficiency levels termly for students at Levels 1-3, and at least annually for students at Levels 4-5
- Use formative assessment to inform daily teaching and track progress

- Monitor progress across all curriculum areas, recognising that cognitive ability may exceed English language proficiency
- Analyse data by protected characteristics (gender, ethnicity, SEND status) to identify any differential impacts
- Adjust provision based on assessment outcomes

Avoiding misidentification

We recognise that language barriers can mask or mimic learning difficulties. To avoid misidentification:

- We allow adequate time for students to develop English proficiency before considering SEND assessment (typically 18-24 months, unless there are clear indicators of SEND)
- We gather evidence of the student's learning in their home language where possible
- We consider the student's progress in relation to their starting point and length of time learning English
- We consult with specialists who have expertise in both EAL and SEND where there is uncertainty
- See Section 7 for detailed guidance on identifying students with both EAL and SEND needs

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6. Provision

Whole-school approach

The whole school approach at Physis Academy is providing High Quality Teaching. Students are taught 1:1 or in very small groups. All classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities. Teachers have a responsibility to ensure that all students can participate in lessons; they will recognise the student's home language and acknowledge the time it takes to become fluent in an additional language. EAL students will follow the school curriculum and will be provided with opportunities to make good progress which, may include 1:1 or small group focused EAL support. EAL Policy 2025

Teaching strategies

Teachers will help students learning English as an additional language in a variety of ways including:

- Show differentiated work for EAL students in planning.
- Have high expectations; expect students to contribute.
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives.
- Recognise that EAL students need more time to process information and provide responses.
- Allow students to use their home language to explore concepts.
- Give newly arrived students time to absorb English.
- Group students in the class to ensure that EAL students hear good models of English.
- Use collaborative learning techniques.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Use multi-lingual labels around the classroom
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing.
- Encourage students to transfer their knowledge, skills and understanding of one language to another.
- Provide support through ICT, video or audio materials, dictionaries and translators, readers and scribes. EAL Policy 2025

Additionally, teachers will:

- **Use visual supports extensively**, including:
    - Images, diagrams, charts and graphic organisers
    - Real objects and demonstrations
    - Video and multimedia resources
    - Visual timetables and instructions
- **Pre-teach key vocabulary** before introducing new topics or texts

- **Provide sentence stems and writing frames** to scaffold written work
- **Model language explicitly**, including:
    - Think-alouds to demonstrate thought processes
    - Modelling academic language structures
    - Demonstrating how to use subject-specific vocabulary
- **Check understanding regularly** using strategies such as:
    - Asking students to rephrase or explain in their own words
    - Using mini-whiteboards for quick checks
    - Observing participation in activities
- **Provide additional processing time** before expecting responses
- **Celebrate linguistic diversity** by:
    - Valuing and acknowledging students' home languages
    - Displaying multilingual resources
    - Encouraging students to share aspects of their culture

Targeted EAL support

Students at proficiency Levels 1-3 may receive additional targeted support, which could include:

- **1:1 or small group sessions** focusing on:
    - Developing conversational English
    - Building academic vocabulary
    - Practising specific language structures
    - Pre-teaching or reinforcing curriculum content
- **In-class support** from teaching assistants or the EAL Lead
- **Peer support** from bilingual students or language buddies
- **Access to specialist resources** such as bilingual dictionaries, translation apps, or dual-language texts

Differentiation

All teachers will differentiate work for EAL students and document this in their planning. Differentiation may include:

- **By content**: Providing texts at different reading levels or in different languages
- **By process**: Offering different ways to engage with material (visual, auditory, kinaesthetic)
- **By product**: Allowing students to demonstrate understanding in different ways (oral, written, visual, practical)
- **By support**: Varying the level of scaffolding provided

Access arrangements for assessments

For formal assessments, we will consider appropriate access arrangements for EAL students, which may include:

- Additional time (where this would not give an unfair advantage)
- Use of bilingual dictionaries
- Translation of instructions (where permitted)
- Reader or scribe support (where appropriate)
- Separate room to reduce anxiety

We will ensure that access arrangements consider both EAL needs and any SEND needs the student may have.

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7. EAL and SEND

We recognise that some students may have both EAL needs and special educational needs or disabilities (SEND). These students require carefully coordinated support that addresses both areas.

Key principles

- **EAL is not SEND.** Having English as an additional language does not mean a student has a learning difficulty or disability.
- **Dual identification is possible.** Some EAL students do have SEND, just as some monolingual English speakers do.
- **Careful assessment is essential.** We must distinguish between difficulties arising from learning a new language and those arising from SEND.
- **Both needs must be addressed.** Students with both EAL and SEND require support that addresses their language development and their special educational needs.

Identifying students with both EAL and SEND

We will consider whether a student may have SEND as well as EAL needs if:

- **Progress is significantly slower than peers with similar EAL profiles** (same home language, similar length of time in UK, similar prior education)
- **Difficulties are evident in the student's home language** as well as in English (gathered through parent/carer consultation or assessment in home language where possible)
- **There are indicators of specific learning difficulties** such as:
    - Significant difficulties with phonological awareness in any language
    - Poor working memory affecting learning in all contexts
    - Significant difficulties with fine or gross motor skills
    - Social communication difficulties evident across languages and contexts
- **There is a known diagnosis or concern from previous settings**
- **Parents/carers or previous educators have raised concerns** about the student's learning

Assessment process for dual identification

When we suspect a student may have both EAL and SEND needs, we will:

1. **Gather comprehensive information** including:
    - Detailed language history
    - Educational history and any interruptions
    - Assessment of learning in home language (where possible)
    - Parent/carer views on the child's development
    - Observations across different contexts and languages
2. **Allow adequate time for language acquisition** before concluding that difficulties are due to SEND (typically 18-24 months, unless there are clear indicators requiring earlier intervention)
3. **Implement targeted EAL support** and monitor response
4. **Consult with specialists** who have expertise in both EAL and SEND, such as:
    - Educational psychologists with EAL expertise
    - Specialist teachers for specific needs (e.g., dyslexia, autism)

    - Speech and language therapists with multilingual expertise
    - Local authority EAL services
5. **Use culturally appropriate assessment tools** that do not disadvantage students due to language or cultural differences
6. **Involve parents/carers fully** in the assessment process, using interpreters where necessary

Provision for students with both EAL and SEND

Students identified as having both EAL and SEND needs will:

- Have their needs clearly documented, distinguishing between EAL and SEND needs
- Receive support that addresses both areas, coordinated between the EAL Lead and SENDCo (noting these are the same person at Physis Academy)
- Have targets that reflect both language development and SEND-related goals
- Have provision reviewed regularly to ensure both needs are being met
- Have access to reasonable adjustments as required under the Equality Act 2010

Reasonable adjustments for EAL students with disabilities

Under the Equality Act 2010, we have a duty to make reasonable adjustments for students with disabilities. For EAL students with disabilities, this may include:

- Providing information and instructions in multiple formats (visual, auditory, simplified language)
- Using assistive technology that supports both language development and disability-related needs
- Adapting the physical environment with multilingual signage and visual supports
- Providing additional time and support for transitions
- Training staff in strategies that support both EAL and specific disabilities

Referral pathways

The referral pathway for students with potential dual needs is:

1. **Teacher raises concern** with EAL Lead
2. **EAL Lead reviews** EAL provision and progress data

3. **If concerns persist**, EAL Lead and SENDCo (same person) conduct joint assessment
4. **If SEND suspected**, follow school's SEND identification procedures, ensuring EAL factors are considered
5. **External specialist advice** sought where needed
6. **Coordinated support plan** developed and implemented
7. **Regular review** of progress in both areas

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8. Equality and diversity

Commitment to equality

Physis Academy is committed to promoting equality of opportunity for all students with EAL, regardless of their race, religion or belief, disability, age, sex, gender reassignment, sexual orientation, pregnancy and maternity status, or any other protected characteristic.

Anti-racist practice

We recognise that students with EAL may be particularly vulnerable to racism and discrimination. We will:

- Promote anti-racist practice throughout the school
- Challenge racist language, stereotypes and assumptions
- Celebrate cultural and linguistic diversity
- Ensure all students feel valued and included
- Take swift action to address any incidents of racism or discrimination
- Provide education about different cultures and the harm caused by racism

Cultural and religious sensitivity

We recognise that our EAL students come from diverse cultural and religious backgrounds. We will:

- Be sensitive to cultural and religious considerations when planning curriculum content and activities
- Consult with parents/carers about any concerns related to religious observance or cultural practices

- Make reasonable adjustments to accommodate religious observances (e.g., prayer times, fasting during Ramadan, religious festivals)
- Ensure curriculum materials are culturally sensitive and do not stereotype or misrepresent different cultures
- Provide opportunities for students to share aspects of their culture with the school community

Gender equality

We will monitor EAL provision and outcomes by gender to identify any differential impacts. We will:

- Ensure grouping strategies do not inadvertently create gender imbalances
- Select reading materials and curriculum content that represent diverse gender identities and challenge stereotypes
- Be aware that some students may come from cultures with different gender norms and support them sensitively in navigating these differences

LGBTQ+ inclusion

We recognise that some EAL students may identify as LGBTQ+ or may come from countries where LGBTQ+ identities are stigmatised. We will:

- Ensure curriculum materials include LGBTQ+ representation
- Provide safe spaces for all students regardless of sexual orientation or gender identity
- Use inclusive language throughout the school
- Support students who are transgender or questioning their gender identity, being sensitive to cultural considerations
- Challenge homophobic, biphobic and transphobic language and behaviour

Supporting pregnant students and young parents

We will ensure that pregnant students or young parents with EAL needs:

- Continue to receive appropriate EAL support during pregnancy and after the birth
- Have access to information about their rights and available support in a language they understand
- Are supported to continue their education and achieve their potential

Socio-economic considerations

We recognise that some EAL families may face socio-economic disadvantage. We will:

- Ensure the school provides all necessary learning materials rather than expecting families to purchase them
- Consider whether all families have equal access to resources to support home learning (e.g., internet access, devices)
- Provide additional support where needed to ensure socio-economic background does not create barriers to learning

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9. Parent/carer engagement

We recognise that effective partnership with parents and carers is essential for supporting EAL students' progress. We are committed to engaging with all parents and carers, including those who have limited English proficiency.

Communication strategies

We will communicate with parents and carers through:

- **Translation services** for key documents and communications, including:
    - School policies and procedures
    - Letters about important events or concerns
    - Reports on student progress
    - Information about the curriculum
- **Interpreters** for meetings, including:
    - Admission meetings
    - Parents' evenings
    - Meetings about concerns or progress
    - SEND reviews (where applicable)
- **Multilingual staff or community members** where available
- **Visual supports** such as photographs, diagrams and videos to supplement written information
- **Technology** such as translation apps to facilitate day-to-day communication

Gathering parental views

We will actively seek the views of parents and carers with EAL, including:

- Using interpreters or translated questionnaires to gather feedback on EAL provision
- Consulting parents/carers as part of policy review processes
- Inviting parents/carers to share information about their child's home language development and cultural background
- Asking for parental input when assessing whether a student may have SEND as well as EAL needs

Supporting parents to support learning at home

We will:

- Provide information about how parents can support their child's learning, in a language they understand
- Explain that using and developing the home language supports English language development
- Encourage parents to read with their child in any language
- Provide suggestions for activities that support language development
- Signpost parents to community resources such as English classes for adults, library services, and community groups

Building relationships

We will:

- Welcome parents and carers into school and make them feel valued
- Be sensitive to cultural differences in communication styles and expectations
- Provide opportunities for parents from different cultural backgrounds to meet and support each other
- Celebrate cultural diversity through events and displays

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10. Staff training

All staff at Physis Academy will receive training to enable them to support EAL students effectively.

Induction training

All new staff will receive induction training on:

- The school's EAL policy and procedures
- Key principles of supporting EAL learners
- How to differentiate work for EAL students
- How to access EAL resources and support

Ongoing training

All staff will receive regular training on:

- **EAL pedagogy**, including:
    - Effective teaching strategies for EAL learners
    - Scaffolding language development across the curriculum
    - Using assessment to inform EAL provision
- **Cultural competency**, including:
    - Understanding diverse cultural backgrounds
    - Recognising and challenging unconscious bias
    - Communicating effectively across cultures
- **Distinguishing EAL from SEND**, including:
    - Typical patterns of language acquisition
    - Indicators that a student may have SEND as well as EAL needs
    - Assessment approaches for students with potential dual needs
- **Equality and diversity**, including:
    - Understanding the Equality Act 2010 and protected characteristics
    - Promoting anti-racist practice
    - Supporting LGBTQ+ students from diverse cultural backgrounds

Specialist training

The EAL Lead will receive specialist training on:

- Advanced EAL assessment and provision
- Leading EAL across a school
- Conducting Equality Impact Assessments
- Working with families from diverse backgrounds

Training evaluation

We will evaluate the impact of training by:

- Gathering feedback from staff
- Observing implementation of strategies in classrooms
- Monitoring outcomes for EAL students
- Reviewing the quality of EAL provision during lesson observations and learning walks

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11. Resources and materials

Equitable resource allocation

We are committed to ensuring equitable access to resources for all EAL students. The EAL Lead is responsible for:

- Allocating EAL resources fairly across the school based on student need
- Monitoring whether demand exceeds capacity and escalating to the Headteacher if additional resources are required
- Ensuring all students have access to necessary learning materials regardless of their family's financial circumstances

Types of resources

We will provide a range of resources to support EAL students, including:

- **Bilingual dictionaries and translation apps**
- **Visual supports** (images, diagrams, real objects)
- **Dual-language books** and texts at different reading levels
- **Audio and video materials** to support listening comprehension
- **ICT resources** including language learning software and apps
- **Multilingual displays and labels** around the school
- **Sentence stems, writing frames and graphic organisers**

Curriculum materials

We will ensure that curriculum materials:

- **Represent diverse identities**, including:

    - Different ethnicities and cultures
    - Different religions and beliefs
    - Different family structures (including single parents, same-sex parents, extended families)
    - Different gender identities and expressions
    - LGBTQ+ individuals and families
    - People with disabilities
- **Are culturally sensitive** and do not:
    - Stereotype or misrepresent different cultures
    - Present a single culture as the norm
    - Include content that may be offensive or inappropriate for students from certain cultural or religious backgrounds
- **Use accessible language** appropriate to students' proficiency levels

Audit of materials

The EAL Lead will conduct an annual audit of curriculum materials to ensure they meet the criteria above. Any gaps or concerns will be addressed through:

- Purchasing new resources
- Adapting existing materials
- Creating bespoke resources
- Providing guidance to staff on selecting appropriate materials

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12. Monitoring and evaluation

Monitoring student outcomes

We will monitor outcomes for EAL students by:

- **Tracking progress** against EAL proficiency levels and curriculum targets
- **Analysing data** by protected characteristics, including:
    - Gender
    - Ethnicity
    - SEND status

    - Age at arrival in UK
    - Home language
    - Proficiency level
- **Identifying any differential impacts** and taking action to address disparities
- **Reviewing data** termly with the EAL Lead and Headteacher, and annually with the Governing Body

Monitoring provision

We will monitor the quality of EAL provision through:

- **Lesson observations** focusing on EAL teaching strategies
- **Learning walks** to observe EAL students' engagement and progress
- **Work scrutiny** to review differentiation and scaffolding for EAL students
- **Student voice** activities to gather EAL students' views on their learning
- **Parent/carer feedback** on the support their child receives

Equality Impact Assessment

The EAL Lead will conduct an annual Equality Impact Assessment to evaluate:

- The impact of the policy on students with different protected characteristics
- Whether any groups are disadvantaged by current provision
- What actions are needed to promote equality and remove barriers

The findings of the Equality Impact Assessment will inform the annual review of this policy.

Consultation

As part of the policy review process, we will consult with:

- EAL students about their experiences and the support they receive
- Parents and carers of EAL students (using interpreters or translated materials where needed)
- Staff about the effectiveness of EAL provision and any training needs
- Governors about strategic priorities for EAL

Reporting

The EAL Lead will report annually to the Headteacher and Governing Body on:

- Outcomes for EAL students, disaggregated by protected characteristics
- The quality of EAL provision
- Findings from the Equality Impact Assessment
- Progress against any equality objectives related to EAL
- Recommendations for improvement

Policy review

This policy will be reviewed annually, by the Headteacher or other appropriate member of the school's senior leadership team. The policy will also be approved by the school's Governing body. EAL Policy 2025

The review will take account of:

- Monitoring and evaluation data
- Findings from the Equality Impact Assessment
- Feedback from students, parents/carers and staff
- Changes in legislation or guidance
- Changes in the school's context or student population

Policy review history

	Signature	**Date**
Policy Reviewed By:	D. Supple	24/06/2026
Next Review Date:		24/06/2027
Interim Review Comments:	Complete redraft incorporating Equality Impact Assessment recommendations. Key additions include: expanded guidance on EAL/SEND intersection; explicit consideration of all protected characteristics; enhanced parent/carer engagement strategies; staff training requirements;	

	Signature	Date
	resource allocation protocols; and robust monitoring by protected characteristics.	