

Wellington School



Honesty

Community

Excellence

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Endeavour

English as an Additional Language (EAL) Policy

Updated: July 2025

Review Date: July 2026



INVESTORS
IN PEOPLE



Wellington School



Policy Title	English as an Additional Language (EAL) Policy
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Summary of Contents

The policy outlines the School's approach to ensuring all EAL pupils are identified and equitably-supported in accessing the curriculum and their membership of the School community. It covers teaching, pastoral, assessment, and home communication approaches and involves all School stakeholders.

Date of Update	July 2025
Review Date	July 2026
Status	Non-Statutory
Member of SLT Responsible	Z. Hitchens

English as an Additional Language at Wellington

Aims

At Wellington School, we are committed to high quality, inclusive teaching and learning to raise standards of achievement for all our pupils to support their wellbeing and 'empower our community'. We aim to:

- Create a safe, happy and inclusive school that allows each young person to discover who they are and what they want to be
- Fulfil the academic potential of our young people in a supportive and caring environment
- Nurture/Instil the values, skills, attributes and character of our young people, so they may navigate the challenges ahead and make a positive contribution to their communities, now and in the future.

It is essential therefore that all EAL pupils at Wellington are ensured an equitable experience through the additional support and provision the School offers. We seek to ensure that this is achieved as quickly as possible so that all our pupils participate in the same School experience and curriculum. Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English. However long pupils require additional support for, the School will ensure it is suitably in place.

EAL students' aptitude for English will vary, but as a School we aim to embrace bilingualism as a positive and life enriching asset. While some may face additional barriers to learning in English, the role in which their first language and cultural identity can play in engaging with the curriculum and enhancing the School community will be celebrated as defining element of their academic and personal success.

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential. We seek to embrace this ethos when implementing support for our EAL community:

- The School seeks to recognise and identify our EAL cohort and be aware of their backgrounds, culture and attainment
- The School will ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum
- The School will equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL
- School stakeholders will embrace that English is best learned through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities in a whole-school context with their peers
- The School will implement and monitor rigorous and regular assessment to ensure the needs of EAL pupils are well-supported
- Where additional support and intervention is required, it will be provided to ensure all pupils can reach their potential

- The School environment will promote language development through a reading-rich curriculum and good oracy
- The school structure, pastoral care and overall ethos helps EAL pupils integrate into the school whilst valuing diversity
- Bilingualism will be viewed and championed as a positive and life enriching asset
- Parents and prospective parents will be provided with the particulars of our EAL provision and supported with home communication where necessary

Definition of 'EAL'

The Department for Education (DfE) records a pupil as using EAL if **'they are exposed to a language at home that is known or believed to be other than English.'**

DfE: Schools, pupils and their characteristics, June 2019

This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may have/been:

- Newly arrived from an international country and school;
- Newly arrived from an international country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

EAL is not a Special Educational Need and should not – and is not – defined as so at Wellington School. A pupil may of course be both EAL and SEND.

DfE Guidance

The DfE expect that effective teaching and learning for learners using 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.

DfE: The National Curriculum in England, December 2014

Teacher Standards

The Teachers' Standards (2021) state that it is the responsibility of all teachers, whatever their subject, to "adapt their teaching to the strengths and needs of all pupils". Learners who use EAL are mentioned specifically in Section 5: 'Adapt teaching to respond to the strengths and needs of all pupils', but there is relevance to teaching and learning for EAL learners throughout the standards.

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.

Standard 3, which expects a teacher to "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject" also goes some way to addressing a need for explicit language teaching, but fails to recognise the unique needs of learners using EAL.

DfE: Teachers' Standards Guidance for school leaders, school staff and governing bodies, July 2011

Roles and Responsibilities

EAL is the responsibility of all stakeholders, in particular:

Senior Leadership Team

- There will be a dedicated member of SLT responsible for EAL across the whole-school (Miss Z. Hitchens, Assistant Headteacher) who will ensure that the identification of EAL pupils, and that their needs are provided for and support is implemented; they will line-manage the Special and Additional Needs Intervention Co-Ordinator and lead the implementation and evaluation of EAL strategies and policy. They will be responsible for home communications to the School's EAL community and the accessibility of translated key information
- Any adjustments to pupils' curriculums or setting will be decided by the SLT EAL lead alongside the respective SLT Key Stage leads and with the appropriate data and information to inform any decision
- The SLT lead will also ensure that EAL information is regularly shared with staff and that opportunities for EAL CPD (externally or internally) is provided and accessible
- The SENDCO will ensure that any additional SEND assessment and support is provided where a pupil may have both EAL and SEND needs
- The EDI lead will identify and lead the celebration of significant cultural events
- The Careers lead will identify and ensure that KS4 and KS5 EAL pupils are well-supported in applying for post-16/18 placements suitable for their needs and ambitions

Special and Additional Needs Intervention Co-ordinators

- Assist in the support and integration of students with Special and/or Additional Educational Needs within the mainstream school
- Use assessment, screening and data to identify additional EAL needs of pupils
- Develop and co-ordinate suitable intervention programmes for students with EAL needs
- Work directly with small groups of students or 1:1, where appropriate
- Evaluate students' progress through a range of assessment activities and monitor students' participation, progress and responses to learning
- Maintain consistent records and pupil plans, which indicate the work carried out and the progress made by the named students and to provide regular feedback about the students supported to staff and parents
- Establish a supportive relationship with the children and parents concerned
- Encourage acceptance and inclusion of children with special or additional needs
- Participate in the evaluation of support and intervention programmes
- Provide support to staff in regards to the nature of appropriate differentiation for students
- Liaise, where appropriate, with external agencies
- Attend and participate in relevant professional development opportunities

Where SEND needs are also evident...

- Use assessment, screening and data to identify special educational needs beyond the additional EAL needs of pupils, where evident
- Work with regard to the SEND Code of Practice where applicable
- Use the Bell Foundation's *EAL and SEND: a Framework for Integrated Provision in Schools* to determine interventions specific to EAL needs, and where necessary additional SEND needs

Teaching Staff

- Teaching staff should ensure that they are knowledgeable of the EAL needs of their class
- They must utilise the EAL Assessment Log, Pupil Plans, and Reading and Spelling Age reports, as well as SIMS information to inform their teaching
- Teaching staff will not view EAL as 'low-ability' and encourage pupils to embrace challenge as well as having high expectations, scaffolding and differentiating tasks accordingly
- Teaching staff should engage with CPD pertaining to EAL
- Quality-first Inclusive Teaching will be particularly impactful for EAL pupils, in particular, the following strategies will support all **'competent' – 'fluent' (Band C+)** EAL pupils in the classroom and allow them to maximise their academic progress:
 - Seating plans which strategically seat EAL pupils with confident and fluent English speakers, and near the front of the classroom to ensure regular check-in and sight of visual cues to support understanding
 - Teacher instruction will be clear and concise
 - Provision of word lists and glossaries – with translation where necessary - to support pre-teaching and task completion
 - Writing scaffolds and frames will be provided and writing will be modelled accordingly
 - Powerpoints and resources should make use of visual and audio cues and refrain from being over-complicated to reduce cognitive load and make meaning clear.

- Allowing the first-language where necessary in supporting pupils to complete research or preparatory work that will then inform a later English-written assessment
- Good Oracy strategies such as modelling talk and repetitively using key Tier 2 and 3 vocabulary will support EAL pupils' language-acquisition
- Differentiating homework tasks and providing additional support to ensure these can be completed effectively at home and with – where necessary – parent/carers additional support
- Teachers will identify and reflect upon EAL needs in feedback to pupils that pertain to their additional language, e.g. inaccurate use of tenses
- Where pupils who have more significant need are in mainstream lessons (aspects of Band A-B *New to English*) then further interventions will be needed such as more heavily-translated and differentiated resources, the use of an iPad or software such as *Google Translate* or *Say Hi*, or further alternative provision
- Teaching staff should utilise the EAL Concern button on Class Charts and maintain dialogue with the Special and Additional Needs Intervention Co-Ordinator and SLT EAL Lead to discuss additional concerns and seek advice and support. Likewise, if there is suspicion of underlying SEND concerns then these should be detailed also for further diagnosis

EAL Toolkit: [Q:\Inclusion\EAL\#TOOLKIT\#Wellington EAL Toolkit](#)

Teaching Assistants

- Will support teaching staff and interventions by ensuring:
 - they are knowledgeable of the EAL needs of the pupils they support – discussing with teaching staff as required
 - they are utilising the EAL Assessment Log, Pupil Plans, and Reading and Spelling Age reports, as well as SIMS information to inform their teaching
 - they will not view EAL as 'low-ability' and encourage pupils to embrace challenge as well as having high expectations, scaffolding and differentiating tasks accordingly
 - they reinforce and support the strategies implemented by teaching staff

Directors of Key Stage and Pastoral Managers

- Ensure all new EAL pupils are identified as part of Y7 transition or later starting points and share this information with the SLT EAL Lead
- Ensure all new EAL starters are assessed for NGRT, NGST and EAL Star through liaison with the SLT EAL Lead/Special and Additional Needs Intervention Co-Ordinator
- For late new-starters, ensure baseline assessments are completed in Maths and English to inform setting
- Ensure new EAL pupils have Peer Buddies in their tutor groups and sets with strong oracy skills; advising staff that these pupils should be sat together as supportive Talking Partners near the front of the classroom so that gesture and other aspects of communication can be clearly seen. Pupils trained as *Young Interpreters* will best support this
- Ensure form tutors and new class teachers are aware of the background of all new EAL pupils

- Encourage tutors to embrace the increased diverse cultural experiences in their tutor group accordingly and as appropriate. This might involve taking time to formally introduce the new pupil, encouraging tutees to learn more about their heritage, and learning basic greetings in the new pupil's first-language, as examples
- Ensure pupils are aware of the availability of the LRC to receive additional support with their homework and independent learning at break, lunch and after-school
- Share the *Lunchtime and After-School Activities* guide and encourage pupils to sign-up for clubs to support the development of their social language and to encourage integrating and socialising with a large number of pupils. Encourage pupils who may be reticent to join or may appear isolated.
- Pastoral staff should utilise the *EAL Concern* button on Class Charts and maintain dialogue with the Special and Additional Needs Intervention Co-Ordinator and SLT EAL Lead to discuss additional concerns and seek advice and support.
- Foster good relationships with the School's EAL parents and carers – particularly those with limited English
- Determine if parents/carers require support in accessing School communications such as documents letters and emails and notify N. Bowyer if documents require translation. A central log will be kept of these
- Closely review Parents Evening – and other events' – signing-up and offering further assistance and information for pupils and parents/carers to encourage participation; advise parents/carers to have their son/daughter in attendance to translate where needed
- For older pupils, particularly Ks4 and 5 new starters, liaise with Careers lead to ensure post-16/18 provision and careers support is tailored to need

Assessment and Data

All new starters to Wellington – in Year 7 or subsequent later starters – are assessed using the NGRT Reading and Spelling Age Assessments. In addition, all EAL pupils who demonstrate need – as well as all later 'new' starters are assessed using EAL Star which assesses their performance in Reading, Writing, Speaking and Listening.

All EAL Star Assessments are undertaken by Melissa Carr and Givy Lau, Special and Additional Needs Intervention Co-Ordinators

EAL Classification Codes: DfE English Proficiency Scale

The Department for Education uses the following EAL classification codes. These are the reference points for pupils on the EAL Assessment Log (013 EAL):

A: New to English (require a lot of listening activities; basic classroom language; linking sounds and actions to meanings; emerging and basic oral expression; little or no written English skills; taking first steps in engaging with digital and written texts; completely new to new language; require considerable support; will make good progress as immersed in English at school)

B: Early Acquisition (developing autonomy in speech; greater competence in responding verbally; make sense of language at word and sentence level; use visual information to help)

decipher meaning; competence in producing simple sentences and paragraphs on specified topics; still require extensive support from teachers and peers in meaning making – competence is more important than accuracy (like Band A))

C: Developing Competence (show developing independence in basic skills needed to engage with learning; emerging competence in spontaneous communication; growing knowledge of grammar; greater confidence in communicating experiences; greater understanding of a wider range of genres – still require ongoing support which will focus more on accuracy and self-correction)

D: Competent (apply listening skills across a range of contexts; engage with curriculum-related reading actively and independently; greater written accuracy and fuller range of vocabulary and grammar)

E: Fluent (confidence in writing competently and accurately in a range of genres and subject areas; competence in fluent language; respond to spoken language with little hindrance – support should focus on independence and fluency and accessing more complex ideas)

Assessment Timescale

- Upon Y7 entry (or new starters), analyse KS2 assessment data, NGRT and NGST ages and determine need for EAL Star assessment
- Complete EAL Star Assessments by October and determine necessary interventions for Band A-C pupils; in limited cases, make curriculum or setting changes
- Reassess all pupils Band C or below on the DfE English Proficiency scale in February and June to monitor progress and to determine future interventions; likewise, pupils receiving interventions will be reassessed for the NGRT at the end of Year 7
- After each assessment point, data and reading reports will be made available to staff with parents/carers updated on progress accordingly where their child receives intervention. The Round Robins function of Edukey will ensure staff are informed of key information and interventions

Use and Analysis of Wider School Tracking Data

- At each progress analysis point, School assessment data will be reviewed to inform EAL-specific interventions – whether academic or pastoral
- At KS3, this will be completed by identifying EAL pupils who may have any significant underperformance in their decile performance
- At KS4, the progress and accessing of the GCSE curriculum will be reviewed utilising the SISRA platform, where an EAL data-focus allows for progress to be tracked
- The SLT EAL lead will analyse this data and utilise it to further inform the best bespoke support and interventions for EAL pupils

Resources and Interventions

The following resources may be deployed to support EAL pupils in the classroom and with their wider learning depending on the extent of their need:

- Subscription to Learning Village (Survival Language interactive-platform)
- iPads

- Google Translate and/or Say Hi translation software
- Bilingual dictionaries
- Bilingual texts
- CGP EAL workbooks

The following academic interventions will be provided according to diagnosed need:

- 1-1 literacy interventions (primarily Reading and Phonics)
- Small group Guided Reading and Phonics Interventions
- Additional time accessing Learning Village
- Curriculum adjustments
- Homework adjustments
- Setting changes

Working with parents and carers

- Liaison with parents/carers is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL. To aid this partnership, the school will:
- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide translated communications and confirm preferred modes of communication
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school events regularly
- Encourage parents to become involved with homework
- Utilise the School website to effectively communicate with parents/carers
- Provide parents of new starters with transition welcome packs

First-Language Modern Foreign Language Qualification Entry Policy

At Wellington, we offer first-language modern foreign language qualification entry and support our pupils through the provision of a centre in which these qualifications may take place. There are a number of factors to be considered when putting your child forward for a first-language qualification which are detailed below and that fall beyond the remit of the School. The onus is on the pupil and their parents/carers to engage and prepare for any assessment and examinations although the School will support with administrative guidance, entry and centre-provision.

The School delivers GCSEs and A Levels in French and alternates also between German and Spanish at GCSE. According to pupil interest and staffing, the A Level curriculum provides delivery of some or all of these subjects.

Modern Languages Qualifications Available:

Firstly, below are detailed the range of GCSE and A Level languages modern foreign language qualifications available to pupils nationally. It is important that parents/carers and pupils have determined which qualification they would like to apply for upon the initial 'Interest' enquiry:

GCSE

Pearson EdExcel offer the broadest range of qualifications:

<https://qualifications.pearson.com/en/subjects/languages.html>

They offer GCSEs in Arabic, Biblical Hebrew, Chinese, French, German, Greek, Gujarati, Italian, Japanese, French, German, Spanish, Persian, Portuguese, Russian, Spanish, Turkish and Urdu.

AQA offer GCSEs in French, German, Spanish, Italian, Polish, Bengali, Urdu, Modern Hebrew, Chinese (Spoken Mandarin) and Panjabi: <https://www.aqa.org.uk/subjects/languages>

WJEC offer GCSEs in French, German, Spanish and Welsh Language and Welsh Literature: <https://www.wjec.co.uk/qualifications/>

A Level

Again, Pearson EdExcel offer the broadest range of qualifications:

<https://qualifications.pearson.com/en/subjects/languages.html>

They offer AS/A Levels in Arabic, Chinese, French, German, Greek, Gujarati, Italian, Japanese, French, German, Spanish, Persian, Portuguese, Russian, Spanish, Turkish and Urdu.

AQA offer AS/A Levels in French, German, Spanish, Polish, Biblical Hebrew, Modern Hebrew, Bengali and Panjabi: <https://www.aqa.org.uk/subjects/languages>

WJEC offer AS/A Levels in French, German, Spanish and Welsh Language: <https://www.wjec.co.uk/qualifications/>

*Please note that modern foreign languages qualification specifications are being redeveloped on a national level with changes in specification being introduced for first-teaching in September 2024 – please ensure that you look at the relevant specification for current study in 2023-2024 rather than the new specifications.

Timeframes and Entries:

As a School, we enter first-language qualification pupils in Year 10 only for GCSE; meanwhile, GCSE or A Level applications for our A Level students would have to be in Year 12.

The rationale for this is as follows:

- Pupils are of an age where they have enough cultural and wider understanding of the qualification's content.
- Pupils are better-placed to navigate the rubric of the examinations.
- There is an avoidance of conflict with pupils' timetabled exam entries for their other subjects.

All pupils must be entered for their relevant GCSE and A Level qualifications by early February 2024 at the latest, ahead of the summer examinations.

Parents/carers must indicate intent to enter their son/daughter for a qualification via the link below by **Friday 17th October 2025** to Mrs D. Shields, Examinations Officer

Interest Form Link: Microsoft Forms

Upon submitting interest, parents/carers will be directly contacted with information about the process, implications and requirements to facilitate the request, on the part of the pupil, parents/carers and the School. A response will be given within one week.

Entry information and deadlines will be shared with parents/carers and students accordingly by the Examinations Officer.

Given the large cohort of Cantonese and Mandarin speakers at the School, typically we will invite interest more formally in the Summer Term of Y9 ahead of entry in the Summer of Year 10.

Parents/carers should direct any further communications to Mrs D. Shields, Examinations Officer via the School's admin e-mail: admin@wellington.trafford.sch.uk.

Expectations of Parents/Carers and Pupils:

- Parents are expected to indicate interest in applying for their child to complete a GCSE or A Level Modern Foreign Languages qualification by **Friday 17th October 2025** so that students have sufficient time to prepare for the qualification and so that the School can facilitate it.
- It is the responsibility of the pupil studying for the qualification to access the relevant specification and past paper revision support for themselves. Support from School cannot be given for subjects taught outside the School's curriculum; some support can be provided for subjects taught at the School (French, German and Spanish).
- Payment is required by parents/carers for the following to facilitate the examinations:
 - Exam entry
 - Examiner fee for an examiner who is qualified in the relevant language
 - Invigilation fees where applicableThese costs will be detailed by the Examinations Officer as confirmed.

- A Level Modern Languages' qualifications do also require further overseeing and assessment by an examiner as they feature typically a research study requirement. Details of this will be shared by the Examinations Officer but will require time and input from the pupil studying the qualification.

Please submit any other queries to Mrs D. Shields, Examinations Officer via the School's admin e-mail admin@wellington.trafford.sch.uk.

Linked Policies

- **Teaching and Learning Policy**
- **SEND Policy**
- **EDI Policy**

EAL School Webpage: <https://www.wellington-school.co.uk/parents/eal-information/>