



Ysgol Bethania

English as an Additional Language (EAL) Policy

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Signed by:

Headteacher

Date:

Proprietor

Date:

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

Fern House School and Collage_aims to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

Legal framework

This policy has due regard to Welsh legislation, statutory guidance and regulatory standards, including but not limited to the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Children Act 1989
- Education (Wales) Act 2014
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- The Additional Learning Needs Code for Wales 2021
- The Independent School Standards (Wales) Regulations 2024
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Welsh Government guidance on independent schools registration and operation
- Welsh Government guidance and resources on English as an Additional Language (EAL) and Welsh as an Additional Language (WAL), including the 5 Stage Model of language acquisition and the Language Acquisition Needs Assessment Survey Toolkit
- Curriculum for Wales guidance, including Languages, Literacy and Communication
- Welsh Government safeguarding guidance relevant to independent schools in Wales

This policy should be read in conjunction with the following school policies and procedures:

- Additional Learning Needs (ALN) Policy
- Admissions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Equality and Diversity Policy
- Data Protection Policy
- Complaints Policy

Roles and responsibilities

The proprietor has overall responsibility in law for ensuring that the school meets the Independent School Standards (Wales) Regulations 2024, including the quality of education provided, pupils' welfare, health and safety, the provision of information, and the effective implementation of policies. Day-to-day leadership may be delegated to the Principal, but this does not remove the proprietor's legal accountability.

The Principal will be responsible for:

- Ensuring that staff who teach or work with pupils with EAL or WAL understand pupils' language acquisition needs and have appropriate arrangements in place to support access to learning.
- Ensuring that teachers monitor, record and review pupils' progress during the academic year, including progress in language acquisition and access to the curriculum.
- Appointing a designated EAL/WAL lead to coordinate the school's approach to supporting pupils who are learning English or Welsh as an additional language.
- Providing the EAL/WAL lead with appropriate time, training and administrative support to fulfil their responsibilities.
- Ensuring that policies and day-to-day procedures do not directly or indirectly discriminate against pupils with EAL or WAL and support the school's duties under equality legislation.
- Ensuring that the curriculum is planned and delivered so that pupils with EAL or WAL can access suitable, broad and balanced learning appropriate to their ages, aptitudes and needs.
- Ensuring that the school actively promotes respect for pupils' languages, cultures and identities, and supports pupils' rights and wellbeing in line with Welsh expectations for independent schools.

The EAL/WAL lead will be responsible for:

- Coordinating induction arrangements for newly arrived pupils and their families.
- Gathering relevant information about pupils' previous education, home language, first language literacy, cultural background and prior experience of English and/or Welsh.
- Conducting or coordinating initial language acquisition assessments using appropriate Welsh Government or local authority tools, including the 5 Stage Model where suitable.
- Maintaining clear records of language acquisition stage, support provided, progress and review outcomes.
- Advising teaching staff on classroom strategies, differentiation, language scaffolding and inclusive assessment approaches.
- Supporting pupils to maintain and value their first language and, where appropriate, to access qualifications in their home language.
- Liaising with parents, carers, interpreters, local authority services and other professionals where appropriate.
- Supporting staff training on EAL/WAL, language acquisition, equality, cultural awareness and inclusive classroom practice.
- Working closely with the Additional Learning Needs Coordinator (ALNCo) to distinguish between language acquisition needs and additional learning needs, and to ensure that any suspected ALN is considered in line with the Additional

Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales.

All staff members will be responsible for:

- Providing a positive model of spoken and written English and, where relevant, supporting pupils' progress in Welsh.
- Planning teaching that makes language demands explicit and supports pupils to understand key vocabulary, concepts and instructions.
- Using inclusive strategies such as visuals, modelling, sentence stems, collaborative learning, pre-teaching vocabulary and checking understanding.
- Ensuring pupils with EAL or WAL are fully included in classroom routines, wider school life and enrichment opportunities.
- Recognising that limited English or Welsh proficiency does not indicate low cognitive ability.
- Identifying pupils who may need additional support and raising concerns promptly with the EAL/WAL lead and, where appropriate, the ALNCo.
- Challenging discriminatory language, stereotyping or bullying linked to language, ethnicity, nationality, culture or religion.

Support

Where a pupil with EAL or WAL is assessed as being new to English or Welsh, the school will provide planned induction and language support appropriate to the pupil's age, stage of language acquisition, prior education and wellbeing needs. Support may include targeted language sessions, classroom scaffolding, peer support, visual resources, bilingual resources, use of first language where appropriate, and liaison with parents, carers and external services.

Pupils will be included in mainstream learning as fully and as soon as possible, with support adjusted in response to ongoing assessment. Any withdrawal or small-group intervention will have a clear purpose, will be time limited and will not unnecessarily restrict access to the full curriculum.

Support may include:

- Appropriate use of translation or interpreting support, including digital translation tools where safe, proportionate and supervised.
- Native speaker, bilingual or peer support where available and appropriate.
- Pre-teaching and revisiting key vocabulary.
- Visual prompts, practical resources and dual-language materials.
- Regular review of progress against language acquisition stages and curriculum access.

Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

Initial assessments

When pupils first join the school, they will undertake a timely initial assessment to identify their language acquisition stage, prior educational experience, first language skills, literacy, wellbeing needs and any barriers to accessing the curriculum. The assessment will be carried out in a sensitive and inclusive manner that does not make the pupil feel isolated or inferior.

The assessment will use the form provided in Appendix 1 and, where appropriate, Welsh Government or local authority language acquisition tools, including the 5 Stage Model for EAL/WAL.

Initial assessments are carried out or coordinated by the EAL/WAL lead, and completed assessments are held securely on the pupil's record in line with data protection requirements.

Teachers of the pupil will have access to relevant assessment information to inform teaching, planning and support. The pupil and their parents or carers may request access to information held about them in line with the school's data protection procedures.

Classroom practice

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid pupils with EAL and dual language textbooks are available and used where possible.

Prior to any private tuition or one-to-one support, the pupil is informed of the purpose of the session and the objectives.

Access to the curriculum

The needs of pupils with EAL or WAL are considered by teachers when planning lessons. Planning will support access to the Curriculum for Wales and, where applicable, examination or qualification requirements. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support, modelling and practical resources are used to support understanding of key concepts.
- There are appropriate opportunities for pupils to use and value their first language, English and Welsh.
- Support requirements are identified, implemented, reviewed and adapted in response to pupil progress.
- Pupils have opportunities to develop oracy, reading, writing and vocabulary across the curriculum.

Working with parents

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of pupils 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 interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with pupils before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

Additional Learning Needs (ALN)

A pupil is not regarded as having additional learning needs solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL or WAL may also have additional learning needs. The school will take care to distinguish between the process of acquiring an additional language and indicators of ALN. Where concerns arise, assessment will involve the EAL/WAL lead and the ALNCo, and will be considered in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales.

Where appropriate, the school will arrange assessment in the pupil's first language or with suitable interpreting support. Any additional learning provision will be decided on an individual basis and recorded, implemented and reviewed in line with the school's ALN Policy.

The school will ensure that parents, carers, pupils and young people are involved and supported throughout the process, and that information is communicated in an accessible way.

Monitoring and review

The Principal will review this policy annually, in consultation with the proprietor and relevant staff, taking account of pupil progress, parent and pupil feedback, practice within the school, and any changes to Welsh legislation, statutory guidance or independent school standards.

The next scheduled review date is 16/07/2027.

First Language Assessment Form

Pupil's name	
Assessed by	
Language	
Date	

Is the pupil's social/linguistic behaviour age-appropriate?	Y/N
Does the pupil understand a range of questions, instructions and a story, told in their first language?	Y/N
Is the pupil's speech clearly articulated?	Y/N
Is the pupil able to speak accurately at a social level?	Y/N
Is the pupil's vocabulary appropriate/sophisticated/limited?	Y/N

Does the pupil use correct grammatical structures?	Y/N
Can the pupil talk about the past, present and future using correct verbal forms?	Y/N
Do you have any concerns?	Y/N
Do you have any comments regarding the pupil's social interaction with you during the assessment?	Y/N
Can the pupil read and write in their first language?	Y/N
Can the pupil complete age-appropriate mathematics tasks with limited language context?	Y/N

