



FIRST STEPS TOGETHER
SKILLS FOR LIFE

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Revision History			
Date	Version	Change	Author
September 2024	1	Policy written	M Bonilla
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Introduction

This document is a statement of the aims, principles, strategies and provision for pupils who have English as an additional language (EAL). First Steps Together is committed to equal treatment for all including those for whom English is not their first language. The school recognises the importance of making provision and support for such pupils in line with their commitment to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world.

Our aims are:

To provide a programme of support which will enable pupils with EAL to receive the help they need to make rapid progress in their English language development through a focus on the teaching of core vocabulary in each subject so that they can access and make progress in all areas of the curriculum.

To liaise with parents, working in partnership to make sure EAL pupils can make progress.

Identification, Assessment and Review Arrangements

Students whose first language is not English are assessed on entering the school. Where necessary a teaching assistant will be responsible for providing initial support. More specialist provision will be provided by a suitably qualified teacher. Where appropriate an EAL trained teacher will provide short term focussed language support. Pupils will be monitored and supported to ensure continued progress.

Educational and Welfare Provision for Pupils for whom English is an Additional Language Integration and access to the curriculum

Students whose first language is not English will be immersed in appropriate activities and learning experiences that match their abilities. Pupils will work with their peers to encourage and

support the acquisition of language. Additional support will be provided by a teaching assistant or EAL trained teacher if required.

Partnership

We recognise the importance of good quality and meaningful communication between teachers, parents, carers and external agencies. Parents are kept informed of their child's progress at every stage by staff. We will ensure that all verbal and written communication is fully accessible to parents. Those parents whose first language is not English will have interpreters provided wherever possible.

Parents who are concerned about their child's progress should in the first instance contact the Head Teacher.

Liaison with Other Schools and Agencies

Where necessary, EAL Specialists from external agencies will be invited to provide support through training or visits to maximise progress.