

Last reviewed: September 2025

To be Reviewed: Bi-annually

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Introduction

Horton Grange is committed to the effective provision for pupils who have English as an additional language (EAL) or are multilingual, and for raising the achievement of minority ethnic pupils. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. We take account of each pupil's individual needs and experiences, including all aspects of their education. This is inclusive of their attitude towards learning and the styles of learning that best suit them, their achievements, and their well-being.

The term 'EAL' is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).

Learners may be at any stage of developing English language proficiency, from new to English, to completely fluent. Learners may have been born and have been through the education system in England, or be recent arrivals.

At Horton Grange we understand that learning a new language takes time and EAL pupils may take up to 7-10 years to become fluent in the academic language required for full, independent engagement with the National Curriculum. We recognise that pupils with EAL make the best progress when they are educated together with their peers, therefore, we use a whole-school approach to ensure their needs are met and outstanding progress is achieved by all pupils. We aim to build on children's previous experiences and value what knowledge they can bring into the classroom. We aim to value and celebrate the rich cultural diversity of the school and its community.

Aims

- To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum.
- To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support.
- To ensure that pupils, parents and carers from all ethnic minorities feel genuinely included in the community of our school.
- To help pupils to use English confidently and competently.
- To help pupils to use English as a means of learning across the curriculum.
To help EAL pupils to make use of their knowledge of other languages.

At Horton Grange we follow the key principles as set out by the Bell Foundation. These key principles are:

Multilingualism is an asset

Encouraging learners to use and develop their full linguistic repertoire is highly beneficial.

Learners' multilingualism – their ability to listen, speak, read and view, and/or write in one or more languages and/or scripts beyond English – is a valuable resource. Maintaining and further developing learners' home languages and other languages they know results in greater cognitive flexibility and stronger academic performance. Teachers and support staff should, where possible, deploy pedagogies which include the use of different languages. Learners using EAL should be encouraged to codeswitch and translate between any languages they know to support their subject content learning and the acquisition of academic English.

High expectations with appropriate support

Having high expectations of learners using EAL while offering them the language support that they need is beneficial to their learning. Learners using EAL, like all learners, benefit from high expectations which inspire, motivate, and challenge them. Teachers and support staff should set goals that stretch and challenge learners of all backgrounds, abilities, and levels of proficiency in English, provide them with appropriately demanding activities, and expect their active engagement and concentration.

Unlike first language English learners, those using EAL have a double task ahead of them – simultaneously learning the English language and learning content through English. This means that teaching and support staff should set high expectations, while offering the right level of language support and scaffolding for learners to access the curriculum and demonstrate their knowledge/skill.

Integrated focus on content and language

Focusing on language while teaching subject content is crucial to the progress and attainment of learners using EAL. Cognitive and academic abilities of learners for whom English is an additional language are separate from their English language abilities. Although multilingual learners may be fully capable of the cognitive and academic demands of curricula in their home language(s), they may be unable to access fully a similar curriculum in English due to the English language barrier; alas, the curriculum does not wait.

The curriculum should be designed in such a way that all learners' needs can be met in the classroom, and any additional support required should be provided in the classroom. English language development should be integrated and embedded into the curriculum within language-rich mainstream classes. Any withdrawal of learners using EAL from a mainstream class should be for a specific purpose, time-limited and linked to the work of the mainstream class.

Social inclusion

Including learners and their family in all aspects of school life improves their wellbeing and motivation for learning and is beneficial for the school. In order to have opportunities for success in school, learners using EAL need to feel safe and secure should not be excluded from any aspect of school life. Schools should foster an inclusive culture in which learners using EAL are encouraged to participate in extracurricular activities and to join mixed-language friendship groups.

Social inclusion is successful where schools create respectful relationships with learners' families and the wider communities, striving to understand families' backgrounds, cultures, and prior experiences. Some parents of children who use EAL, especially those who are new to English and to the English school system themselves, face additional challenges to parental participation. Therefore, schools should have accessible communications and expectations for all staff, schoolwide, to build reciprocal relationships which actively promote family involvement and mutual understanding.

Role of the EAL

The role of the EAL co-ordinator is to:

- Support colleagues in the teaching of EAL.
- Ensure that EAL pupils are planned for and appropriate resources are available.
- Put an EAL Policy in place for the school and to review.
- Liaise with senior management over developments, budget and any professional development.
- Monitor the EAL being taught in school through observations, discussions with staff and children.
- Maintain and develop resources for the school with staff support.
- Liaise with outside agencies where necessary.
- To provide school to school support where required.

Teaching and Learning

Teachers use various methods to help pupils who are learning English as an additional language.

We develop spoken and written English skills by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings.
- Covering not just key words, but also metaphors and idioms.
- Explaining how spoken and written English have different usages for different purposes.
- Providing pupils with a range of reading materials, to exemplify the different ways in which English is used.
- Giving pupils appropriate opportunities for talking and using talk to support writing.
- Encouraging pupils to relate one language to another.

This includes teaching strategies such as:

- Adapting teaching so that all EAL/NTE/multilingual children are fully involved in lessons.
- Setting high expectations for pupil participation and achievement.
- Offering pupils full access to National Curriculum targets.

- Assessing pupils in line with year group expectations for National Curriculum.
- Providing opportunities for peer support- using paired/ small group work where appropriate.
- Making use of opportunities within Guided Reading sessions.
- Offering access to traditional rhymes and stories.
- Providing context embedded language experiences.
- Checking for pupils understanding – ask questions, or get the child to explain what they are going to do.
- Giving clear, full explanations of subject specific language.
- Providing opportunities for previews of difficult or complex texts.
- Using consistent language when giving pupils instructions.
- Being aware of the effect of eye contact and body language.
- Accepting non-verbal/ 'I don't understand' responses from pupils (if they are NTE- Bands A and B).
- Using ICT where appropriate.
- Encouraging the use of home language to support and enhance understanding in English.
- Any pupil not making expected progress will be referred to the EAL coordinator for additional support.

New to English (NTE)

During the admission process, the pastoral team identify NTE pupils. They complete a NTE Learner form which gives further information on the child, including previous school experience, countries the child has resided in, and languages spoken (see appendix 1). This information is passed to the EAL lead and class teachers. Class teachers are provided with an induction checklist (see appendix 2), outlining assessment and support, which is provided within the first 2 weeks of arrival. Further support is available from the EAL Lead.

Assessment

This will be in accordance with the school's Assessment Policy which is followed throughout the school. The assessment of pupil's work can provide information for pupils, teachers and parents:

- To enable pupils to reflect and celebrate achievement.
- To help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- To communicate achievement and identify areas for further development to pupils, parents and teachers.
- To evaluate the effectiveness of teaching and learning.

Review

- A review of this document will take place bi-annually. The whole document will be reviewed by the Senior Leadership Team.

Appendix 1

[NTE Learner Profile.pdf](#)

Appendix 2

NTE Induction

Task/time frame	Completed by	✓
Admissions		
Learner Profile- Google Form	Pastoral team	
Tour of the school		
Class Teacher- First couple of days		
Read learner profile		
Email staff- interpreter or use Google Translate/Widgets		
Assign a buddy- in class, break and lunch time		
Show pupil around school and class		
Share welcome pack		
'Getting to know you' activities (resource 1)		
Assign an adult/space if needed e.g. library/intervention room for the end of day		
Class Teacher- First week of arrival		
Classroom activities- naming and labelling (resource 2)		
Access resources/links from EAL folder (T Drive)		
Class Teacher- within 2 weeks of arrival		
Complete an English language Assessment- 5 Bands (Assessment folder) T Drive		
Phonics group- see SY/AN		
Access language support CPD/resources		