



EAL Policy

Date policy last reviewed: December 2025

Date of next review: December 2026

Signed by:

A Martin Principal Date: December 2025

M O'Connell Chair of Governors Date: December 2025

Vision

Developing people of good character who achieve excellence and make a positive contribution to their communities.

Mission

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point
- student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

Our Core Values...

All our work will be underpinned and driven by the following core values:

• Determination

- Have the courage to work hard and keep going with a relentless drive to achieve excellence.

“Run in such a way that you may win” 1 Corin 9 v 24

• Integrity

- Have the strength of character to choose honesty and truth at all times and be accountable for our actions.

“ We are taking pains to do what is right not only in the eyes of the Lord but also in the eyes of man” 2 Corin 8 v21

• Ambition

- Have the belief and drive to succeed, placing no limits on what can be achieved

“ I can do all things through Christ who strengthens me” Phillips 4 v 13

• Humility

- Recognise and respect the value of everyone and celebrate success together.

“Be completely humble and gentle; be patient, bearing with one another in love” Ephesians 4v2

• Compassion

- Comfort and support all those in need and offer grace to all in our community.

“Be like minded, be sympathetic, love one another, be compassionate and humble” 1 Peter 3 v 8

Rationale

Magnus Academy adopts a whole school policy for meeting the needs of pupils with English as an additional language (EAL). The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

Each area of the curriculum values the learning and achievement of all pupils and aims to meet their individual needs. Each subject area has the responsibility to ensure that all pupils can make progress commensurate with their abilities. A sense of belonging in the school community is regarded as crucial and we believe that all our pupils are entitled to access a broad and balanced curriculum. For this purpose, staff will identify individual pupil's needs, recognise the skills they bring to the academy and ensure equality of access to the curriculum. Furthermore, staff will ensure that all cultures and backgrounds are valued and that differences are celebrated.

Support systems are designed to meet the range and variety of learning needs within the school. **It is the responsibility of all staff to identify pupils who may have learning needs related to EAL and to use the systems within school to try and meet those needs.** As a priority in supporting pupils with English as an additional language all teachers will strive to have pupils fully integrated into their lessons, to give appropriate support within lessons and to value other languages spoken by pupils.

Designated Support

The SENCO/Assistant SENCO is responsible for co-ordinating the day-to-day provision for pupils with English as an additional language.

Systems for the coordination of EAL provision

Support for EAL students is coordinated by the SEN department and Pastoral Heads of year.

Admission arrangements

Magnus Academy operates an Equal Opportunities policy for the admission of all pupils. The school takes advice from the Local Authority (LA) as to the appropriate resources and facilities that may be needed for the integration of E.A.L. pupils into the academy. When learning needs due to E.A.L. are identified upon admission pupils' needs will be assessed and arrangements for suitable support will be made.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.

- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.

Simplified language to allow EAL pupils access to the curriculum should not equate to simplified lesson content and tasks should challenge pupils appropriately.

- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the full curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Identification, Assessment, Individual Education Plans and Provision

(i) The school holds information on pupils' home language and ethnic background. However, many pupils who speak another language at home will not require additional support with English. Therefore, pupils need to be referred for assessment on an individual basis. The main criteria for identification of the need for additional language support will be lack of progress, delayed acquisition of literacy and/or numeracy skills, and a lack of social integration into the school community.

A pupil can be referred for additional language support by the following methods:

- self-referral
- a parent
- Head of Year
- Head of Department

(ii) Once a child's needs are identified support will be provided in a range of ways including:

- Initial assessment on fluency
- Advice and resources given to class teachers to aid their support of the pupil in lessons
- Resources such as key word lists, mini dictionaries etc given to the pupil
- In class support by teacher\ designated EAL support teacher/ teacher assistant
- Withdrawal for individual\ small group work; this is completed using Flash Academy, a platform designed to help English as an Additional Language (EAL) and English for Speakers of Other Languages (ESOL) learners acquire and improve their English language skill.

- Paired reading

(iii) If a pupil's progress is still causing concern after a period of intervention a further referral will be made with a view to initiating a formal assessment.

(iv) The progress of pupils with English as an additional language will be reviewed and assessed annually and support adjusted accordingly.

(v) Class teachers with the help of teacher assistants will ensure that learning plans are kept up-to-date and records kept of individual achievement especially of progress relating to language acquisition.

(vi) Records will be kept of the pupils receiving extra teaching support, these could include:

- samples of pupil's work
- summary of work undertaken

Resources

(i) The school provides from its own budget, resources and staffing to accommodate the needs of pupils who speak English as an additional language.

Evaluating success

(i) The school policy will be kept under regular review. The success of the policy will be gauged by the achievements of previously agreed targets outlined in pupils' learning plans progress reviews and/or Annual Review. In addition, the following criteria may also be used to evaluate the success of the English as an additional language policy:

- Success of the identification process.
- Academic progress of pupils who speak English as an additional language.
- The number of children receiving additional support.
- The number of children participating in Paired Reading Scheme.

Staff development

In-service training needs related to English as an additional language needs will be identified by the SENCO in consultation with specialist staff and other staff and will be incorporated into the School Improvement Plan.

Working with parents

(i) The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with children who speak English as an additional language and those from other cultures and backgrounds.

(ii) Parents will be kept informed about the problems experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communication between the parent and school will be maintained.

Liaison

(i) The permission of parents will be sought when the school wishes to involve an external agency with their child.

(ii) The specialist staff will meet regularly with Departments, and teacher assistants dedicated to individual pupils