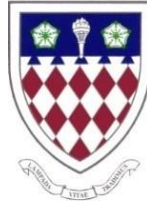


# SPALDING HIGH SCHOOL



## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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<b>HEADMISTRESS:</b>	<b>Mrs M K ANDERSON</b>
<b>SEND/CO:</b>	<b>Mrs V HICKMAN</b>
<b>LINK GOVERNOR (SEND):</b>	<b>Mrs D MULLEY</b>
<b>(SAFEGUARDING):</b>	<b>Mrs F HAUNCH</b>
<b>(HEALTH &amp; SAFETY):</b>	<b>Mr J SMITH</b>
<b>DATE AGREED:</b>	<b>June 2025</b>
<b>REVIEW FREQUENCY:-</b>	<b>Biennial</b>

### Executive Summary:

This policy sets out the statutory regulations and government/Local Authority advice regarding assessment, planning, implementation and review of support for students with English as an additional language. As a maintained community school, SHS follows the Lincolnshire County Council agreed practices and regulations along with the statutory regulations laid down in the Children and Families Act 2014.

### Related Policies:

- Attendance Policy
- Special Educational Needs and Disabilities and Inclusion Policy

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**Chair of Governors**

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**Date**

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**Headmistress**

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**Date**

## **Section 1: Introduction**

At Spalding High School, we recognise that students can have English as an Additional Language (EAL) needs regardless of academic ability, including those who have passed the 11+ and attend our selective grammar school. EAL refers to students whose first language is not English. High-performing EAL students may still require support to develop advanced academic language, access subject-specific vocabulary, and engage fully with the curriculum. We are committed to providing inclusive, high-quality teaching and appropriate support to ensure all EAL learners can thrive. All students selected for entry to the School are entitled to full access to the National Curriculum and, as far as is practical, to the full range of activities offered by the School.

- 1.1 This policy outlines our approach to identifying, assessing, and meeting the needs of students with EAL, as well as our commitment to working in partnership with parents, carers, and external agencies to ensure that every student receives the support they need to succeed.
- 1.2 The implementation of the policy is the responsibility of all members of staff.
- 1.3 The School follows the requirements of the Education Act 2011, Special Educational Needs and Disability Act 2001, the SEN Code of Practice 2015, the Equality Act 2010 and the Children and Families Act 2014.

## **Section 2: Aims**

- 2.1 **Early Identification and Targeted Support**  
Identify EAL learners promptly and provide tailored, evidence-based support to develop English proficiency across speaking, listening, reading, and writing.
- 2.2 **Inclusive Curriculum Access and Academic Achievement**  
Ensure EAL learners access a broad, balanced curriculum through high-quality, differentiated teaching that supports both language development and academic progress.
- 2.3 **Valuing Language and Cultural Identity**  
Recognise and celebrate the linguistic and cultural backgrounds of EAL learners, promoting a sense of belonging and affirming the value of home languages.
- 2.4 **Assessment and Avoiding Misidentification**  
Use ongoing assessment to monitor both language acquisition and curriculum understanding, ensuring language needs are not misinterpreted as special educational needs or disabilities (SEND) or low ability.
- 2.5 **Collaboration and Whole-School Responsibility**  
Foster strong partnerships with families, staff, and external agencies, with all staff sharing responsibility for EAL provision supported by training and continuous review. Reduce where possible barriers to collaboration based on pupil or parental EAL needs.

## **Section 3: Defining EAL**

- 3.1 The Government defines EAL learners as: *'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.'* (DfE Schools, **Pupils and their Characteristics July 2020**)
- 3.2 Learners who use EAL are mentioned specifically in Section 5 of The Teachers' Standards (2012), which state that it is the responsibility of all teachers, whatever their subject, to *"adapt their teaching 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”.*

#### **Section 4: Provision**

- 4.1 Students must pass the 11+ entrance exam. All students admitted to the School are deemed to have sufficient competence in English language to fully access the curriculum.
- 4.2 Inclusive education is a statutory right for all students, including those with English as an Additional Language (EAL). At Spalding High School, we follow a **Graduated Approach** (Waves 1–3), ensuring all students can access learning through high-quality, inclusive teaching and appropriate support. From September 2025 all staff will be given the EAL on a Page document, which contains information about School processes and procedures to support EAL students. They are also given a copy of our Ordinarily Available Provision document which is a whole school provision map, detailing support and intervention available for different areas of need. These documents and our whole school provision for inclusion are reviewed annually through use of the V SEND Tool and Lincolnshire’s Inclusion Toolkit
- 4.3 The majority of EAL needs are met through **Wave 1 provision**, where teachers use adaptive, differentiated strategies to support language development and curriculum access. High-quality teaching remains the primary tool for supporting EAL learners in the classroom.
- 4.4 Where a student does not make expected progress despite differentiated support, they may move to **Wave 2**, involving additional targeted interventions or a **Personal Learning Plan (PLP)**. This ensures that provision is tailored to the student's specific language needs.
- 4.5 If further support is needed, the school may seek guidance from external specialists, e.g The Ethnic Minority and Traveller Education Team (EMTET), progressing the student to **Wave 3** provision for more intensive intervention.

#### **Section 5: Roles and Responsibilities**

##### **The SENDCo will:**

- Lead the strategic development, implementation, and monitoring of EAL provision, reporting to the Headmistress.
- Oversee early identification, assessment, and support of EAL learners, maintaining the EAL register and using the Assess–Plan–Do–Review cycle.
- Liaise with feeder schools and external agencies to support transitions and ensure continuity of provision.
- Monitor student progress, behaviour, and language development using data and staff feedback.
- Provide staff training on inclusive strategies and ensure effective communication with parents, including use of interpreters or translated materials.
- Identify correctly, assess and provide provision for any identified SEN needs an EAL pupil may have.

##### **All staff will:**

- Help identify EAL learners and understand their language needs.
- Deliver inclusive, adaptive teaching using scaffolds such as visuals and structured talk.
- Report concerns via Cpoms using the EAL tab and collaborate with the SENDCo to implement and review support.
- Celebrate linguistic and cultural diversity and foster inclusive classroom environments.
- Engage effectively with families, ensuring communication is accessible and culturally sensitive.

## Section 6: Identification

6.1 The school identifies EAL learners primarily during the transition from Year 6 to Year 7, but the process also applies to in-year admissions and Sixth Form entrants.

Key points of identification include:

- **Transition Information Gathering:** The school gathers information from feeder primaries, parents, and students to build a pupil profile, including language spoken at home. The SENDCo attends Year 6 Information Evenings to collect relevant details, particularly where previous support was provided.
- **Baseline Screening:** All Year 7 pupils complete standard assessments (e.g. CATs, reading, and spelling tests) to help identify any language or learning needs. STAR Reader tests and Single Word Spelling Tests provide additional information. Further screening can be conducted where needed. All pupils will complete a questionnaire within the first term to ascertain key information to inform any required provision.
- **Teacher Observation and Monitoring:** English and subject teachers monitor students' language use and academic performance, flagging any issues such as difficulties with writing or comprehension.
- **Ongoing Monitoring:** The SENDCo and Heads of Year continue to assess students through academic data (e.g. behaviour, attendance, effort, and progress). Concerns are reviewed with staff and the Head of Year, and appropriate support strategies are then put in place.
- **Use of Assessment Tools:** While the school does not currently use The Bell Foundation's EAL Assessment Framework, it remains open to adopting it if appropriate, along with the other resources and training available.

## Section 7: Tracking Documents

### 7.1 **EAL register**

All pupils who, are defined as EAL, will be added to the EAL register.

### 7.2 **Personal Learning Plans (PLPs)**

There may be a small number of pupils who require a Wave 2-3 provision and in this case they will be given a PLP. The PLP will set out the nature of the students' difficulties and the provision to be made, staff involved, frequency of support, specific programmes/activities/materials/equipment. PLPs are reviewed three times each year, at the Assessment and Monitoring data points. Staff will evaluate the effectiveness of strategies of the provision throughout the year as standard practice. Students and parents will be fully involved in the process and views will be documented. If students or parents have any concerns, they are encouraged to contact the SENDCo directly at any point in the academic year, rather than waiting for the three termly reviews.

### 7.3 **Assess, Plan, Do, Review (APDRs)**

All students with a Personal Learning Plan (PLP) receive an APDR update three times a year. This outlines support, reviews impact, and includes pupil, school, and parent voice.


- **Assess:** Identification is based on teacher observation, prior data, pupil and parent input, and where needed, external advice.
- **Plan:** In collaboration with pupils, parents, and staff, clear language goals and strategies are set, with a review date agreed.
- **Do:** Teachers deliver targeted support through adaptive teaching and agreed interventions, with guidance from the SENDCo.
- **Review:** Progress is evaluated termly, involving feedback from pupils, parents, and staff. Support is refined based on outcomes.

## **Section 8: Access Arrangements**

When a Student reaches the appropriate age, the SENDCo will liaise with the Examinations Officer so that any appropriate requests for access arrangements in external examinations can be made. Arrangements will be made so that appropriate evidence will be collected in accordance with the Joint Council for Qualifications Rules and Regulations (JCQ).

# Appendix 1

## Pupil Learning Plan (PLP)

 <p><b>EAL Personal Learning Plan</b></p> <p>Insert Photo</p> <p>Name: D.O.B:</p>	Form Tutor:	Start date:
	HOY:	<b>ASSESS-PLAN-DO-REVIEW (APDR)</b>
	All about me:	<p>I would like you to know that: I have additional needs in school, but this is because English is not my first language.</p> <p>This means that:</p>
I find it difficult to:	It would help me if you could:	I will help myself by:
Data and Attainment Information (at start of the plan):	Access Arrangements:	Pupil signature: Parent/carer signature: SENDCo. Signature: <i>M. Brown</i> Date:

## Assess, Plan, Do, Review (APDR)

### Pupil Full Name and Form

### (EAL) ASSESS PLAN DO REVIEW CYCLE

	<u>APDR CYCLE 1</u> Year: 2024-2025 Term 1: Review Add monitoring, attendance and behaviour data	<u>APDR CYCLE 2</u> Year: 2024-2025 Term 2: Review Add monitoring, attendance and behaviour data	<u>APDR CYCLE 3</u> Year: 2024-2025 End of Year Final Review 3: Add monitoring, attendance and behaviour data
<ul style="list-style-type: none"> <li>What is working well</li> <li>New concerns/difficulties</li> </ul>			
Pupil views			
Parent/Carer views			
School views	Attendance is _____%.	Attendance is _____%.	Attendance is _____%.
NEXT STEPS:	(highlight preferred option) - CONTINUE WITH PLP - CLOSE EAL PROVISION AND REMAIN ON EAL REGISTER AS NORMAL MONITORING	(highlight preferred option) - CONTINUE WITH PLP - CLOSE EAL PROVISION AND REMAIN ON EAL REGISTER AS NORMAL MONITORING	(highlight preferred option) - CONTINUE WITH PLP - CLOSE EAL PROVISION AND REMAIN ON EAL REGISTER AS NORMAL MONITORING
AGREEMENT OF PLAN	Pupil signature: Parent/carer signature: SENDCo. Signature: <i>M. Brown</i> Date: Nov/Dec 2024	Pupil signature: Parent/carer signature: SENDCo. Signature: <i>M. Brown</i> Date: March/April 2025	Pupil signature: Parent/carer signature: SENDCo. Signature: <i>M. Brown</i> Date: June/July 2025