



Meadows View School: English as an Additional Language Policy.

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Meadows View School - Policy for English as an Additional Language (EAL)

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

Meadows View School is an Educational Establishment that caters for students and young people aged from 4-11. All students attending the school have an Autism diagnosis, or presentation and are working significantly below their age-related expectations. Educational, Health and Care plans are in place to inform the provision planning and to ensure that students are able to progress towards and meet their highly individualised and educational goals. In addition to their autism diagnosis, many students also have additional associated diagnosis', or medical considerations, such as Attention Deficit Disorder (ADHD).

Students attending Meadows View School are grouped into one of three different pathways, based on their needs, EHCP targets and levels of attainment. These are called the Bumblebee, Butterfly and Dragonfly Pathways. Our EYFS style children access the EYFS Framework pathway.

Bumblebee and Butterfly are our informal/semi-formal pathways and allow our students to explore their sense of self. These programmes are designed to allow pupils to gain a better understanding of their individualised communication / sensory profiles, through a sensory play/ intensive interaction approach. Students on this pathway, will be supported in meeting targets against their ECHP, but also develop a greater sense of self through an EYFS style curriculum based on Development matters and in line with the Equals schemes of learning.

Our formal pathway – Dragonfly, is designed for students working at a higher cognitive level, this pathway contains links to the National Curriculum.

Introduction/Mission statement

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

- At Meadows View School, EAL pupils come from a variety of backgrounds. Some of their families are from well-established communities.
- Many EAL pupils are isolated learners and may be the only speaker of their language in their class or at school.
- We recognise that many pupils who attend Meadows View School are literate in their home language on arrival whereas some may have had no previous formal education.

- We are aware that a proportion of EAL pupils may have experienced trauma and this will have an impact on their learning.

Context of school at Meadows View School

Meadows View currently has a very small proportion of pupils who are learning English as an additional language. We are prepared for the referral of any pupil with EAL and have provisions in place to gather information on:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background.
- EAL pupils are entitled to access the appropriate programmes of study and all their teachers have a responsibility for teaching all subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Acquiring the ability to communicate on a day-to-day basis in English, as well as the level of language needed for academic study which is much deeper and more detailed, can require continuing support for as long as is needed.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Assessment.

- All EAL pupils are entitled to assessments as required.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.

- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation.

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff will take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support, scripts.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

Materials

Our school has the ability to provide appropriate materials such as dual language text books, dictionaries and key word lists. Videos, maps, I.C.T. and story props can also give crucial support.

Special Educational Needs and Gifted and Talented Pupils

- SEN is identified; EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

Parental/Community Involvement

School staff strives to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible
- celebrating and acknowledging the achievements of EAL pupils in the wider community
- recognising and encouraging the use of first language
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.