



THE Lodge AP

— At Sandbach House —

EAL Policy

2025-2026

Policy Written/Reviewed by	Dave Evans
Date of Review	January 2025
Date of Next Review	January 2026

Policy Statement

The government definition of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003). Diversity of EAL learners.

Aims

The Lodge aims to ensure that all EAL pupils are able:

- To use English confidently and competently.
- To use English as a means of learning across the curriculum
- To ensure that EAL pupils are fully included into the life and work of The Lodge.
- To ensure that pupils whose first language is not English reach their full potential.

Objectives

- To identify and assess individual pupils' needs as soon as possible.
- To acknowledge the importance of pupils' home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.
- To ensure parent/carers and pupils are involved in the process.
- To promote a whole school responsibility towards EAL pupils.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.
- To make appropriate use of external agencies.

Management and Administration

a. **Whole School Approach**

English as an alternative language is addressed in lessons by subject teachers.

Pupils with little English will receive appropriate 1-1 support before they are introduced to the main curriculum.

All pupils with EAL are added to a group as quickly as possible in order to integrate them with their peers. This also allows them an opportunity to practice conversational English. 1-1 support will be provided if the timetable allows for it. Our groups are a 4:1 pupil to staff ratio so all pupils will receive 1-1 support during each lesson. Pupils are encouraged to sit an external examination in their first language to build their confidence to achieve.

b. **Documentation**

All documentation and records are maintained by the SENDCO (Special Education Needs and Disabilities Co-Ordinator) and are confidential to the parent/carers and to those members of staff associated with the child concerned.

c. **Partnership with Parent/carers**

We aim to work closely with parent/carers of EAL pupils and ensure that they are encouraged to become involved in school activities.

Parent/carers will be informed of their child's progress regularly and will be invited into school to discuss any concerns.

Procedure

Information will be gathered about:

- The pupil's linguistic background and competence in other languages.
- The pupil's previous educational and schooling activities and where appropriate the family's biographical background.

Strategies to ensure access to the Curriculum

- Referral to external agencies, if necessary.
- Initial direct teaching to aid acquisition of English.
- Use of bi-lingual resources, e.g., dictionaries, on-line support, Key Word lists.
- Collaborative group work and peer support.
- Enhanced opportunities for speaking and listening.
- 1-1 support
- Additional visual support, e.g., posters, non-verbal clues.
- The use of writing frames.
- Regular feedback from staff.
- Access for teaching staff to ICT support materials.

Monitoring

Pupil's attainment in curriculum areas to be monitored using:

- Half termly SEND plans.
- Regular staff meetings.
- Weekly report sent to parents/carers.

Funding

Each pupil's placement at The Lodge is funded by the Local Authority. We have an account with Clear Voice, a translation service that allows us to communicate effectively with parents/carers.

Resources

A range of resources are used to support a pupil's linguistic development. These include games, differentiated work sheets, keyword lists, bi-lingual dictionaries and computer software. We also have an account with Clear Voice, a translation service that allows us to communicate effectively with parents/carers.