



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Tranby seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Tranby is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This document is available to all interested parties on request from the main school office and should be read in conjunction with the relevant Teaching and Learning Policies.

English as an additional language (EAL) policy	
Reviewed by:	Miss K Haworth
Date of last review:	September 2026
Approved by:	Local Governing Body
Date of approval:	September 2026
Reason for changes:	Annual review
Next scheduled date for review:	September 2027

Policy statement

At Tranby we believe that high quality teaching enables all pupils to be effective learners and that our learning environment and ethos allows our pupils to feel inspired, challenged and supported to achieve their very best. Our most important aim is to enable every pupil to reach their highest possible level of individual achievement, and this applies equally to any student for whom English is an additional language.

The term EAL is used when referring to pupils whose main language at home is a language other than English. The school aims to meet the needs within the mainstream of any pupil in the school, including those who have English as an additional language (EAL), whilst recognising that EAL in itself does not constitute a special educational need.

Pupils with EAL needs will be offered full access to a broad, balanced and relevant education which will not discriminate against them. Pupils will be assisted to become more proficient in English and, as their progress develops, the attainment gap between themselves and their peers will diminish.

EAL – Procedure

- 1) The school admits pupils with EAL needs who fulfil the admission requirements and for whom agreed, reasonable and appropriate support can be put in place.
- 2) Any information regarding the history of an EAL pupil's English language learning is passed to the appropriate Head of Year and disseminated to staff.
- 3) There is collaborative working with academic and pastoral staff to support the English needs of a pupil as effectively as possible in order to narrow the attainment gap between EAL pupils and their peers.
- 4) There is regular monitoring during a pupil's school life to ensure that difficulties in achieving their potential are detected as soon as possible.
- 5) The importance of the pupil's first language and the additional experience and perspective that this brings to the school is recognised and valued.
- 6) Parents are kept fully informed about the progress of their child in accordance with school assessment strategies (Ref: Assessment, Recording & Reporting policy).
- 7) The school makes use of relevant baseline school data (for example YELLIS, ALIS) and internal examination results for screening and diagnostic purposes to monitor pupil progress.
- 8) Wherever relevant, there is effective communication between subject staff, Heads of Year, and the Examinations Officer on issues concerning Access Arrangements (e.g. the use of a bi-lingual dictionary) for external and internal examinations as appropriate.